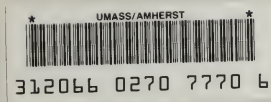


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Massachusetts Department of Revenue Division of Local Services
Frederick A. Laskey, Commissioner Joseph J. Chessey, Jr., Deputy Commissioner



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Cambridge Public Schools Review

Executive Order 393

Education Management Accountability Board Report
January 2000

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The Division of Local Services would like to acknowledge the professional cooperation extended to the audit team by The Department of Education, Cambridge Public Schools Superintendent Mrs. Bobbie D'Allessandro and the school department staff.

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I. Introduction

The Massachusetts Education Reform Act (MERA) of 1993 has three major goals: to increase student achievement; to achieve adequate funding for all local and regional school districts over a seven-year period; and to bring equity to local taxation efforts based on a community's ability to pay. In February 1997, the Governor issued Executive Order 393 to evaluate the education reform program that was nearing the end of its fourth year. In FY97, Massachusetts General Laws (M.G.L.) Ch. 70 state aid for education had reached \$2.1 billion. With an investment of this magnitude in the Commonwealth's schools, it is critical to "review, investigate and report on the expenditures of funds by school districts, including regional school districts, consistent with the goals of improving student achievement." To that end, Executive Order 393 established the Education Management Accountability Board (EMAB). Chapter 70 state aid has reached \$2.8 billion in FY2000.

The Secretary of Administration and Finance, serving as chief of staff to the EMAB, selected a team of auditors from the Department of Revenue's (DOR) Division of Local Services (DLS) to conduct the school district reviews. DOR's Director of Accounts is the chief investigator with authority to examine municipal and school department accounts and transactions pursuant to M.G.L. Ch. 44, §§45 and 46A. The reviews are conducted in consultation with the State Auditor and the Commissioner of Education.

The Cambridge Public Schools (CPS) is the eighteenth school district reviewed under Executive Order 393. The audit team began the review of CPS in August 1999, and completed it in October 1999. As part of this review, the audit team conducted a confidential survey of employees of the school district and included the results in this report. School officials cooperated fully with the audit team.

The Executive Summary includes some of the more significant observations and findings of the review of CPS's operations. When possible, the audit team has identified and presented best practices, which may be adapted by other school districts. The report discusses all results, best practices and deficiencies, if any, in greater detail in the "General Conditions and Findings" section.

II. Executive Summary

SUMMARY

Cambridge made limited progress prior to 1998 addressing issues of education reform. There is little evidence of a district wide effort to improve the system as envisioned by the education reform law. Prior to 1998 principals were not formally evaluated. Elementary principals had two year contracts with the same ending date and received the same salary. There was no professional development plan submitted to DOE

before 1998/99. A four phase system of evaluation for teachers had no formal evaluation for phases II-IV. Individual schools presented budgets before the school committee after presenting them to the Superintendent. There were no clear lines of accountability or reporting for curriculum, professional development or testing. The current superintendent was hired in 1997 and has initiated a number of practices based on system wide needs. The improvements are geared in part to provide central leadership and coordinated efforts for improvement of a system that clearly lacked unified direction and accountability.

Test scores are generally below state averages. Except for grade ten English Language Arts, MCAS 1998 scores showed that the district scored slightly below the state average for all students in all subject areas. MCAS 1999 scores showed the district below the state average in all subject areas. SAT scores have consistently been below the state average.

CPS had a student population of 7,825 and a budget of \$90.2 million in FY98. This allowed Cambridge to spend well above the state average for net school spending per student. In FY98 CPS spent \$11,260 per student. The all/student / all/FTE teacher ratio for FY 98 was 11.1 while the state average was 14.2. The district average teacher salary for FY 98 was \$51,591 or 17.1 percent higher than the state average. Enrollment increased by only 2.7 percent from October of 1988 to October of 1997 while the state average increased 15.1 percent for this same period. Enrollment has declined from 8,233 in FY95 to 7,825 in FY98. SPED, as a percentage of total enrollment, was 25.3% for FY98. SPED programs, excluding salaries, increased 36.2% from FY93 to FY98. Since the beginning of education reform the district has spent over 150 percent of their foundation budget target. Unlike most communities in Massachusetts, Cambridge never cut their school budget during the early nineties when fiscal pressures were strong.

CPS did develop a school improvement plan handbook in 1996 that strengthened school councils. School improvement plans were similar in structure, content, and followed the CPS handbook and education reform guidelines. The plans address a two year period and current plans do not include written assessments of goals from the 1996 plans. Since 1998 the school committee has set policy for funding for school improvement plans, a Professional Development Center, and technology support for schools.

THE FOUNDATION BUDGET

- CPS has exceeded the net school spending requirements as determined by DOE in all fiscal years from FY94 to FY98. In FY98, the districts local and state percentages of actual net school spending were 94.7 percent and 5.3 percent respectively. FY98 salaries and fringe benefits accounted for 76.1 percent of the school operating budget. [See Sections 5 and 6]

- In FY94 the required net school spending was set at \$75.5 million by DOE which is 166.7 percent of the foundation budget. In FY98 this requirement dropped to 144.8 percent of the foundation budget. [See Section 5]
- The foundation budget does not mandate spending in any specific category. To encourage appropriate levels of spending, M.G.L. Ch70 §9 requires that a school district report to the Commissioner of Education when it has failed to meet foundation budget spending levels for professional development, books and equipment, expanded program and extraordinary maintenance. CPS did not meet these levels for any years in the extraordinary maintenance and expanded program categories. CPS did meet these requirements for professional development in FY97 and for books and equipment in FY96 through FY98. CPS did not file a report as required by law nor did DOE direct it to do so. [See Section 7]

STUDENT ACHIEVEMENT

- Except for grade ten English Language Arts, MCAS 1998 scores showed that the district scored slightly below the state average for all students in all subject areas. MCAS 1999 scores showed the district below the state average in all subject areas. MEAP, the state's educational testing program from 1988 to 1996, showed that CPS increased slightly in all four subject matters for grades 4 and 8 between 1988 and 1996. The 1998 statewide Iowa tests indicated that 68 percent of CPS grade 3 students placed into the proficient or advanced categories in fundamental skills of reading. [See Section 16, Appendices C and D]

GOVERNANCE AND MANAGEMENT POWERS

- Until FY98, under the former superintendent, many schools utilized their own curriculum, textbooks, and instructional material. Individual school budgets were presented to the school committee. Administrative and principal meetings were held separately. Principals did not have hiring decision making authority nor were they formally evaluated. There were no clear lines of accountability or reporting for curriculum, professional development or testing.

A new superintendent, hired in 1997, instituted management practices to reflect system wide needs. Hiring has become the responsibility of the principals. Full administrative meetings and a budget advisory council were instituted. Directors of curriculum were added for all core subject areas. The school committee set policies on professional development, school improvement plans and technology support. [See Section 17]

STUDENT/FTE TEACHER STAFFING

- Between FY93 and FY98, the total number of FTE teachers increased by 19.0, or 2.8 percent, from 673.2 to 692.2. The all student/ all FTE teacher /ratio decreased

from 11.7:1 to 11.1:1. The FY98 ratio of 11.1:1 is lower than the FY98 state average of 14.2:1. The district FY98 all student/ non-SPED, ESL & Bilingual teacher ratio of 15.7:1 is less than the FY98 state average of 18.1:1. [See Section 8]

TEACHER COMPENSATION

- Between FY93 and FY98, expenditures for salaries rose \$9.2 million or 19.2 percent. Total teaching salaries rose \$5.9 million or 19.5 percent, reflecting additional spending for new staff and salary increases in teachers' contracts. Union contract annual increases plus step increases for teachers have increased by 43.2 percent from 1993 to 1998. The district FY98 average teacher salary reported to DOE of \$51,591 was \$7,540 or 17.1 percent higher than the state average of \$44,051. [See Section 9]

PROFESSIONAL DEVELOPMENT

- Prior to school year 1998/99 CPS did not have any centralized professional development, nor did they submit a professional development plan to DOE. CPS met the professional development legal minimum spending requirements for FY95 through FY98. [See Section 10]

TIME AND LEARNING

- CPS met DOE's time requirements in all levels for the 1997/98 school year with a schedule of 1008 hours at the high, 990 at the middle and 990 hours at the elementary level. [See Section 12]

TECHNOLOGY

- Cambridge has made a major commitment to technology. The city is currently installing a wide area network connecting all city agencies including all school facilities. CPS has committed \$2.9 million over the past 4 years to upgrade and improve technology and is installing local area networks within each school and between buildings. The school system has more than 2000 instructional based computers, 30 servers and all schools are connected to the internet for instructional purposes. The majority of instructional computers are Pentium level or better with an apple platform configuration. [See Section 14]

DISTRICT ISSUES

- In verifying the accuracy of the enrollment numbers, the audit team noted several variances between the numbers maintained by CPS enrollment system and those reported to DOE on the October 1 foundation enrollment report. Specifically, our review of foundation enrollment reports revealed both overstated and understated

student populations. The district could not provide the audit team with sufficient documentation to fully determine enrollment discrepancies. [See Section 1]

- There is no centralized textbook adoption policy and no consistent system wide approval for texts in most subject areas. Textbooks vary at grade level throughout the district. Some texts are over 20 years old and are still being utilized. Textbooks are reviewed and approved by the building principal, department head, or media specialist.

BEST PRACTICES

- The district has a comprehensive budget process with a document containing sections pertaining to mission statement and goals, the superintendent's proposed budget, policy recommendations on the budget, school profiles, program narratives and an extensive appendix section. A budget advisory committee is in its second year. This year round budget council is made up of parents, administrators and community members that serve in an ongoing advisory capacity to the Superintendent on budget and financial policy matters.

Auditee's Response

The audit team held an exit conference with the Superintendent and her administrative staff on January 5, 2000. The team invited CPS to suggest specific technical corrections and make a formal written response.

Review Scope

In preparation for the school district reviews, the audit team held meetings with officials from DOE, the State Auditor's Office and other statewide organizations such as the Massachusetts Taxpayers Foundation, the Massachusetts Municipal Association and the Massachusetts Association of School Superintendents. The audit team also read published reports on educational and financial issues to prepare for the school district reviews.

While on site, DOE provided data including the end-of-year reports, foundation budgets, evaluations of test results for CPS students, as well as statewide comparative data. The DOR's Division of Local Services Municipal Data Bank provided demographic information, community profiles and overall state aid data. While on site, the audit team interviewed officials including, but not limited to, the Mayor, the city auditor, the school committee chair, the school Superintendent, the executive director of management services, the city budget manager, the director of pupil services, principals, and the directors of curriculum and technology. Documents reviewed included vendor and personnel contracts, invoices, payroll data, statistics on students and teachers as well as test results and reports submitted to DOE.

In keeping with the goals set out by the EMAB, the school district review was designed to determine whether or not basic financial goals related to education reform have been met. The audit team gathered data related to performance such as test scores, student to teacher ratios and class sizes to show results and operational trends. However, this report does not intend to present a definitive opinion regarding the quality of education in CPS, or its successes or failures in meeting particular education reform goals. Rather, it is intended to present a relevant summary of data to the EMAB for evaluation and comparison purposes.

The focus of this review was on operational issues. It did not encompass all of the tests that are normally part of a year-end financial audit such as: review of internal controls; cash reconciliation of accounts; testing compliance with purchasing and expenditure laws and regulations; and generally accepted accounting principles. The district provided a copy of the Comprehensive Annual Financial report (CAFR). The audit team tested financial transactions on a limited basis only. The audit team also excluded federal and state grants, revolving accounts and student activity accounts. The audit team did not test statistical data relating to enrollment, test scores and other measures of achievement. This report is intended for the information and use of EMAB and CPS. However, this report is a matter of public record and its distribution is not limited.

II. General Conditions and Findings

1. Cambridge Overview

DOE classifies the city of Cambridge as an urbanized center. Its 1996 population was 93,707, down 2.0 percent from 1990. It is located approximately two miles west of Boston and is governed by a City Manager form of government with nine councilors and six school committee members elected at large by Proportional Representation (PR) for a two year term. After members of the Council take the oath of office in January they elect one of the nine to serve as Mayor, who acts as chairman of the school committee. Two of Cambridge's largest employers are MIT and Harvard University. They employ 7,745 and 7,394 respectively. In 1994 the city voted to abolish rent control.

Like many Massachusetts school districts, Cambridge faced budgetary pressures in the early 1990's as a result of an economic recession and the associated decline in municipal state aid for education. Contrary to these pressures the city of Cambridge annually increased funding to the school department budget.

Charts 1-1 and 1-2 show some key demographic and economic statistics for Cambridge.

Chart 1-1

**City of Cambridge
Demographic Data**

1996 Population	93,707
FY99 Residential Tax Rate	\$11.05
FY99 Average Single Family Tax	\$3,859
FY99 Avg. Assessed Value Per Single Family	\$412,745
FY99 Tax Levy	\$159,000,005
FY99 Levy Limit	\$177,753,733
FY99 Levy Ceiling	\$238,570,920
FY99 State Aid	\$42,311,251
FY99 State Aid as % of Revenue	14.2%
1989 Per Capita Income	\$19,879
1996 Average Unemployment Rate	2.5%

Note: Data provided by DLS

As of our audit date, the district consists of one high school (grades 9-12), and fifteen elementary schools, (thirteen grades K-8, one grades K-7 and one grades K-5). All of the elementary schools except two have a middle school model in place. The district's central administration offices are located independently from all school buildings. The city belongs to the Northeast Metropolitan Vocational Technical school district for grades 9-12.

Cambridge Rindge and Latin High School offers students a choice of academic programs within six distinct Houses: House A, Academy, Fundamental School, Leadership School, Pilot School, and the Rindge School of Technical Arts. Each House offers different programs, which is located at different parts of the school. In addition to these programs of choice, CRLS offers TBE in Chinese, Haitian-Creole, Portuguese, and Spanish.

As of our audit date, the Superintendent has been in the position for two years, the executive director for management services for over 20 years, and the deputy superintendent for over 30 years. The organization chart indicates that the deputy superintendent, the acting assistant superintendent for curriculum and instruction and the principals report directly to the Superintendent. The chart also indicates that the executive directors for management services, human resources, and professional development report to the deputy superintendent. The acting bureau director of pupil services as well as the director of bilingual education report directly to the acting assistant superintendent for curriculum and instruction.

CPS provides transportation to all K-6 students who walk one mile or more to their assigned schools, and to all 7th and 8th grade students who walk 1.5 miles to their assigned schools. Transportation is also provided to K-6 students who must cross any major highways, roads or railroads. Door to door transportation is also provided for special needs students.

CPS high school graduating class of 1997 indicated that 79.0 percent intended to go on to a 2 or 4 year college, a rate higher than the 71.9 percent state average. The percent of graduates planning to go to work was 10.4 percent, a rate lower than the state average of 16.8 percent. In 1997, the high school dropout rate was 2.0 percent, significantly less than the state average of 3.4 percent.

Chart 1-2

**Cambridge Public Schools
Demographic Data 1997/98**

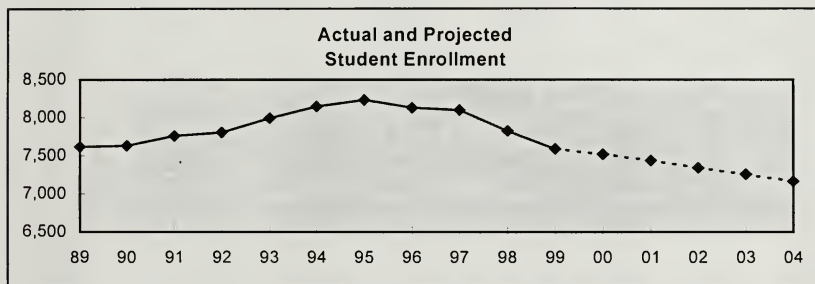
	CPS	State Average
Enrollment: Race / Ethnicity		
White	41.0%	77.5%
Minority	59.0%	22.5%
Limited English Proficiency	6.0%	4.8%
Special Education	25.3%	16.6%
Percentage Attending Private School -1997	14.6%	10.6%
High School Drop-Out Rate - 1997	2.0%	3.4%
Plan of Graduates - Class of '97:		
4 Year College	63.4%	53.4%
2 Year College	15.6%	18.5%
2 or 4 Year College	79.0%	71.9%
Work	10.4%	16.8%

Note: Data provided by DOE. Special Education data as of June 1998.

Chart 1-3 illustrates CPS enrollment trend from October 1988, the 1988/89 school year, to October 1998, the 1998/99 school year. Enrollments projected by the district are shown from October 1999 to October 2003. All enrollments are as of October 1 of each year.

Chart 1-3

**Cambridge Public Schools
Actual and Projected Student Enrollment
School Years 1988/89 to 2003/04**



Note: Enrollment as of October 1st. Data obtained from CPS.

A solid line represents actual enrollment; a dotted line represents projected enrollment.

As shown in *Chart 1-3a*, enrollment has increased from 7617 in October of the 1988/89 school year to 7825 in October of the 1997/98 school year. Total CPS enrollment increased by 2.7 percent during this time period, a much lower rate than the state average of 15.1 percent. The chart shows a total enrollment increase in each year from October 1988 through October 1994, then a steady decrease through October 1998. Enrollment projections show decreasing enrollments at the middle, high and elementary school levels. Ungraded enrollment includes special education and bilingual students in separate classrooms and tuitioned-out students.

CPS prepares the enrollment projections which are based upon a five year "weighted cohort survival method". This method provides for individual school projections as well as systemwide enrollment totals by grade level.

Chart 1-3a

Cambridge Public Schools
Actual and Projected Student Enrollment

School Year	Elementary School		Middle School	High School		Total
	Pre K & K	1 - 6	7 - 8	9 - 12	Ungraded	Enrollment
88-89	694	3,285	959	2,294	385	7,617
89-90	753	3,373	986	2,193	327	7,632
90-91	852	3,592	989	2,135	195	7,763
91-92	837	3,666	982	2,137	185	7,807
92-93	771	3,794	1,025	2,092	312	7,994
93-94	919	3,900	1,093	2,065	170	8,147
94-95	971	4,016	1,034	2,111	101	8,233
95-96	916	4,061	1,001	2,062	93	8,133
96-97	879	3,935	1,070	2,076	142	8,102
97-98	820	3,796	1,086	2,000	123	7,825
98-99	807	3,575	1,088	1,994	126	7,590
99-00	750	3,572	1,083	2,020	97	7,522
00-01	750	3,567	1,069	1,980	72	7,438
01-02	750	3,516	1,042	1,967	67	7,342
02-03	750	3,508	1,021	1,914	62	7,255
03-04	750	3,497	1,001	1,888	30	7,166
CPS 89-98						
% Change	18.2%	15.6%	13.2%	-12.8%		2.7%
State 89-98						
% Change	20.7%	22.1%	21.8%	2.8%		15.1%
CPS 99-04						
% Change	-7.1%	-2.2%	-8.0%	-5.3%		-5.6%

Note: Data obtained from CPS.

Chart 1-4 illustrates a slight increase in the elementary and middle school levels, while at the high school level experienced a more consistent decline expressed in terms of percentage of enrollment. Six private and parochial high schools located near or in Cambridge contribute to the decline in enrollment.

Chart 1-4

**Cambridge Public Schools
Distribution of Enrollment by Type of School**

School Year	Elementary School		Middle School	High School	Ungraded	Total Enrollment
	Pre K & K	1 - 6	7 - 8	9 - 12		
88-89	9.1%	43.1%	12.6%	30.1%	5.1%	100.0%
89-90	9.9%	44.2%	12.9%	28.7%	4.3%	100.0%
90-91	11.0%	46.3%	12.7%	27.5%	2.5%	100.0%
91-92	10.7%	47.0%	12.6%	27.4%	2.4%	100.0%
92-93	9.6%	47.5%	12.8%	26.2%	3.9%	100.0%
93-94	11.3%	47.9%	13.4%	25.3%	2.1%	100.0%
94-95	11.8%	48.8%	12.6%	25.6%	1.2%	100.0%
95-96	11.3%	49.9%	12.3%	25.4%	1.1%	100.0%
96-97	10.8%	48.6%	13.2%	25.6%	1.8%	100.0%
97-98	10.5%	48.5%	13.9%	25.6%	1.6%	100.0%
98-99	10.6%	47.1%	14.3%	26.3%	1.7%	100.0%
99-00	10.0%	47.5%	14.4%	26.9%	1.3%	100.0%
00-01	10.1%	48.0%	14.4%	26.6%	1.0%	100.0%
01-02	10.2%	47.9%	14.2%	26.8%	0.9%	100.0%
02-03	10.3%	48.4%	14.1%	26.4%	0.9%	100.0%
03-04	10.5%	48.8%	14.0%	26.3%	0.4%	100.0%
Percentage Point						
Chg '89-'98	1.4	5.4	1.3	-4.6	-3.5	0.0
Percentage Point						
Chg '99-'04	-0.2	1.7	-0.4	0.1	-1.2	0.0

Note: Data obtained from CPS. Percentages may not calculate due to rounding.

In verifying the accuracy of the enrollment numbers the audit team noted a variance between the numbers maintained by CPS enrollment system and those reported to DOE on the October 1 foundation enrollment report. Specifically, our review revealed that the FY89 through FY97 foundation enrollment reports were both overstated and understated due generally to how tuitioned in and tuitioned out students were reported. The FY98 and FY99 foundation enrollment reports were accurate as the Financial Operations Office was assigned the responsibility for the reports.

In dollar terms, the overstated amount of students in FY97 resulted in a total of \$69,300 in excess state aid since FY98. The initial error carried forward because according to the education aid formula, minimum aid (based on foundation enrollment) becomes a factor in the following fiscal year's base aid. Other errors due to understating enrollment would reduce this amount. The district could not provide the audit team with sufficient documentation to fully determine enrollment discrepancies.

2. School Finances

State aid has increased from \$2.6 million in FY94 to \$4.7 million in FY98. During this same time period, the actual local contribution by the city increased from \$74.4 million to \$83.4 million. The major components of the City budget are made up of local taxes, and general state aid. The amount of city generated revenues allows CPS to spend over 150% of their foundation budget target.

School district funding and financial reporting requirements are generally complex and become especially complicated in the context of education reform. A district annually determines how much money it will spend on education. DOE considers only certain expenditures and funding when determining whether or not a district meets education reform requirements.

The audit team examined school funding primarily from three perspectives: the school committee budget, net school spending, and the foundation budget.

The audit team examined the school committee budget in some detail as a matter of practice because it reflects basic financial and educational decisions, provides an overview of financial operations and indicates how the community expects to meet the goals and objectives of education reform.

Net school spending, the sum of the required minimum contribution from local revenues plus state chapter 70 education aid, is a figure issued annually by DOE that must be met by school districts under education reform.

The foundation budget is a school spending target under education reform which the school district should meet. Calculated on the basis of pupil membership as well as community demographics, it is designed to ensure that a minimum level of educational resources is available per student in each school district. Under education reform, all school districts are expected to meet their foundation budget targets by the year 2000.

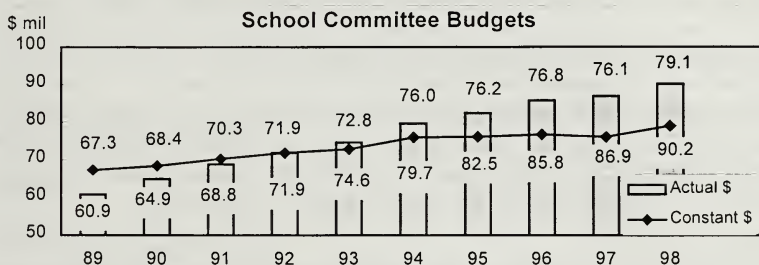
3. School Committee Budget Trend

Chart 3-1 illustrates the school committee budget trend from FY89 to FY98. For the purpose of this section, the budget includes the annual appropriation as adopted by the City council. Supplemental appropriations are not included in these amounts.

In constant dollars, where FY92 is set at 100, the chart illustrates how the school committee budget has fared with respect to inflation over time. From FY89 to FY98, the school committee budget as defined above increased from \$60.9 million to \$90.2 million, a 48.1 percent increase in actual dollars. From FY93 to FY98, it increased \$15.6 million or 20.9 percent in actual dollars, from \$74.6 million to \$90.2 million. In constant dollars, CPS experienced budget increases in all fiscal years from FY89 to FY98 except for FY97.

Chart 3-1

**Cambridge Public Schools
School Committee Budgets in Actual and Constant Dollars
FY89 - FY98**



Note: Data obtained from CPS. Years are in fiscal years. Numbers in the bars represent actual \$ and above the bars constant \$.

4. Total School District Expenditures

Total school district expenditures includes expenditures by the school committee and expenditures by the city for school purposes as reported in the DOE end-of-year report. Total school district expenditures increased between FY89 and FY93 by \$12.4 million or 19.0 percent. Expenditures increased between FY93 and FY98 by \$19.9 million or 25.6 percent.

Expenditures paid for by the city for school purposes were \$3.5 million in FY89 and increased to \$7.8 million in FY98. In FY97 and FY98 the city incurred school department expenses for charter schools tuition of approximately \$2.0 million. City costs allocated to the school department include, but are not limited to, health services, administrative support, operation and maintenance of plant, insurance to retired employees, and other fixed charges.

In reviewing the reporting practices of the district the audit team gained reasonable assurance that the reported expenditures were accurate. The accounting system

currently in place for the district allows for expenditures to be classified and tracked by a number of categories or programs.

Chart 4-1

**Cambridge Public Schools
Total School District Expenditures
(in millions of dollars)**

	FY89	FY93	FY94	FY95	FY96	FY97	FY98
School Committee	\$61.9	\$73.8	\$78.8	\$81.4	\$86.0	\$85.4	\$89.9
City	\$3.5	\$4.0	\$5.2	\$5.1	\$5.5	\$7.4	\$7.8
Total	\$65.4	\$77.8	\$84.0	\$86.6	\$91.5	\$92.9	\$97.7

Note: Data obtained from CPS. Numbers may not add due to rounding

Chart 4-2 shows the FY94 to FY98 trend in net school spending per student. It indicates that actual net school spending per student has increased from \$9,451 in FY94 to \$11,260 in FY98, or 19.1 percent. The inflation adjusted figures increased from \$9,010 in FY94 to \$9,877 in FY98, or 9.6 percent in 1992 dollars.

Chart 4-2

**Cambridge Public Schools
Net School Spending Per Student
Actual and Constant (1992=100) Dollars**

	FY94	FY95	FY96	FY97	FY98	FY94-FY98 Change
Expenditures / Student in Actual \$	\$9,451	\$9,692	\$10,210	\$10,111	\$11,260	19.1%
Expenditures / Student in 1992 \$	\$9,010	\$8,966	\$9,240	\$8,948	\$9,877	9.6%

Note: Data obtained from CPS

5. Net School Spending Requirements

Pursuant to the education reform law, DOE develops annual spending requirements and budget targets for each school district. The requirements are based on a formula which is used to set specific minimum spending requirements and in combination with

other factors is also used to set foundation budget targets as well as determining the amount of state aid for each district.

Each school district must meet a net school spending requirement. Expenditures that count towards a district's net school spending generally include all education related expenditures paid for with state aid under Chapter 70 and municipal appropriations used for that purpose. Excluded from the net school spending definition are expenditures for school transportation, school lunch, school construction and certain capital expenditures. Expenditures from federal funds and from school revolving accounts are also excluded.

As indicated in *Chart 5-1 and appendix B-1*, the recommended foundation budget target for Cambridge has increased from \$45.3 million in FY94 to \$57.8 million in FY98, a 27.6 percent increase. During this same time period, required net school spending, the amount a district must spend to move towards the foundation budget target has increased from \$75.5 million to \$83.7 million, an increase of 10.9 percent. The actual net school spending shows that CPS has always been an above foundation budget community by a substantial amount. Actual net school spending as a percentage of foundation budget has constantly decreased from a high of 170.1 percent in FY94 to a low of 152.5 percent in FY98.

Chart 5-1

**Cambridge Public Schools
Foundation Budget and Net School Spending (NSS)
(in millions of dollars)**

	FY94	FY95	FY96	FY97	FY98
Foundation Budget Target	\$45.3	\$48.5	\$52.4	\$52.9	\$57.8
Required NSS as % of Foundation	166.7%	162.0%	151.1%	150.6%	144.8%
Required Net School Spending	\$75.5	\$78.6	\$79.2	\$79.7	\$83.7
Actual Net School Spending	\$77.0	\$79.8	\$83.0	\$81.9	\$88.1
Variance \$	\$1.5	\$1.2	\$3.9	\$2.2	\$4.5
Variance %	2.0%	1.6%	4.9%	2.8%	5.3%
Actual NSS as % of Foundation	170.1%	164.6%	158.5%	154.8%	152.5%

Note: Data obtained from DOE and CPS. Percentages may not calculate due to rounding.

Chart 5-2 shows a constant increase of state aid as a percentage of actual net school spending. In FY98 state aid accounted for 5.3 percent of actual net school spending, up from FY94 when state aid accounted for 3.4 percent of the actual net school spending. The chart also indicates that from FY94 to FY98, the actual local contribution exceeded the required local contribution by as low as 1.6 percent and by as high as 5.6 percent. Cambridge has received only minimum aid and base aid from Ch. 70 appropriations.

Chart 5-2

**Cambridge Public Schools
Net School Spending
(in millions of dollars)**

	FY94	FY95	FY96	FY97	FY98
Required Local Contribution	\$72.8	\$75.7	\$75.7	\$75.7	\$79.0
Actual Local Contribution	\$74.4	\$77.0	\$79.6	\$77.9	\$83.4
Variance \$	\$1.5	\$1.2	\$3.9	\$2.2	\$4.5
Variance %	2.1%	1.6%	5.1%	2.9%	5.6%
Required Net School Spending	\$75.5	\$78.6	\$79.2	\$79.7	\$83.7
Actual Net School Spending	\$77.0	\$79.8	\$83.0	\$81.9	\$88.1
Local Share \$	\$74.4	\$77.0	\$79.6	\$77.9	\$83.4
State Aid \$	\$2.6	\$2.8	\$3.4	\$4.0	\$4.7
Local Share %	96.6%	96.5%	95.9%	95.1%	94.7%
State Aid %	3.4%	3.5%	4.1%	4.9%	5.3%

Note: Data obtained from DOE and CPS. Percentages may not calculate due to rounding.

6. School Committee Program Budget

CPS produces an annual budget detailing salaries and other expenses by various program areas. At an instructional level the program areas represent all disciplines in the district. At a management level, the program areas represent various administrative and financial functions. Instructional budgets are based upon projected enrollments for the coming years, and are broken down by schools. Principals are given an instructional FTE count, and the respective salaries for those FTE's. This part of the budget is controlled by central administration. In addition to the salaries for the individual schools each school is given discretionary monies which are the principal's responsibility. These monies are utilized for the purchasing of supplies,

textbooks and any other instructional materials the principal deems necessary. For purposes of *Charts 6-2, 6-2a* and *Appendix A-2*, actual budgets were used and grouped by the appropriate categories.

Chart 6-1 summarizes the actual school committee budget for FY93, FY95, FY97 and FY98 for salary and non salary expenses. Budgeted amounts for employee benefits were factored into the individual salary areas for FY97 and FY98. From FY97 to FY98 the budgeted amounts for district management salaries decreased \$916,000 or 19.2 percent. From FY93 to FY98 SPED programs, excluding salaries, increased from \$4,845,915 to \$6,600,854, an increase of 36.2 percent. During the same time period instructional non-salary expenses increased from \$1,686,503 to \$2,291,627, an increase of 35.9 percent.

Chart 6-1

Cambridge Public Schools School Committee Program Budget (in thousands of dollars)

	FY93	FY95	FY97	FY98
Salaries:Elementary Program	\$18,469	\$21,446	\$26,668	\$28,340
Secondary Programs	\$9,951	\$10,678	\$12,473	\$13,377
SPED Programs	\$6,538	\$7,248	\$9,002	\$9,517
School Management	\$2,974	\$3,474	\$4,725	\$4,945
Curriculum Support	\$1,891	\$2,069	\$2,625	\$2,843
District Management	\$3,911	\$3,850	\$4,767	\$3,851
Fringe Benefits	\$9,320	\$10,356	(\$77)	(\$86)
Other	\$3,737	\$4,468	\$5,520	\$5,733
Subtotal:	\$56,791	\$63,589	\$65,703	\$68,521
FY 93 -98 changes in \$ amounts				\$11,730
Expenses:Instruction	\$1,687	\$2,438	\$2,289	\$2,292
SPED Programs	\$4,846	\$4,742	\$6,170	\$6,601
District Management	\$963	\$955	\$905	\$957
Debt Service	\$3,837	\$4,782	\$4,987	\$4,275
Other	\$6,189	\$5,978	\$6,888	\$7,540
Subtotal:	\$17,521	\$18,895	\$21,239	\$21,665
FY 93 -98 changes in \$ amounts				\$4,144
Total:	\$74,312	\$82,484	\$86,942	\$90,186

Note: Amounts represent original appropriation from the City only

Appendix A-1 shows the CPS annual budgets for FY93, FY97, and FY98. The increase from FY93 to FY98 in all of the salary categories except systemwide accounts are due in part to the addition of employee benefits into the salary

calculations from the systemwide account category in FY97. Any supplemental appropriations are not included in this chart or any other charts in this section.

Chart 6-1a shows the same program budget data as *Chart 6-1* on a percentage distribution basis to illustrate how particular budget items have changed since FY93 in certain areas.

Chart 6-1a

**Cambridge Public Schools
School Committee Program Budget
Percentage Distribution**

	FY93	FY95	FY97	FY98	% Point Diff. FY93 - FY98
Salaries:Elementary Programs	24.9%	26.0%	30.7%	31.4%	6.6
Secondary Programs	13.4%	12.9%	14.3%	14.8%	1.4
SPED Programs	8.8%	8.8%	10.4%	10.6%	1.8
School Management	4.0%	4.2%	5.4%	5.5%	1.5
Curriculum Support	2.5%	2.5%	3.0%	3.2%	0.6
District Management	5.3%	4.7%	5.5%	4.3%	-1.0
Employee Benefites	12.5%	12.6%	-0.1%	-0.1%	-12.6
Other	5.0%	5.4%	6.3%	6.4%	1.3
Subtotal:	76.4%	77.1%	75.6%	76.0%	-0.4
Expenses:Instruction	2.3%	3.0%	2.6%	2.5%	0.3
SPED Programs	6.5%	5.7%	7.1%	7.3%	0.8
District Management	1.3%	1.2%	1.0%	1.1%	-0.2
Debt Service	5.2%	5.8%	5.7%	4.7%	-0.4
Other	8.3%	7.2%	7.9%	8.4%	0.0
Subtotal:	23.6%	22.9%	24.4%	24.0%	0.4
Total:	100.0%	100.0%	100.0%	100.0%	0.0

Note: Data obtained from CPS. School transport is not included. Percentages may not add due to rounding.

Chart 6-2 provides a detailed review of budgeted teaching and instructional FTE's by selected discipline. The chart indicates that despite a constant decrease in student enrollment, the staffing levels have remained somewhat constant. Elementary FTE's however have increased from FY93 to FY98 by 49.5 or 19.5 percent.

Chart 6-2

**Cambridge Public Schools
Budgeted Instructional FTE's by Selected Disciplines**

Discipline	FY93	FY95	FY97	FY98	FY93 - FY98		
					Diff.	% Diff	% of Total
Certain Core Subjects	139.2	141.2	132.7	134.1	(5.1)	-3.7%	-11.3%
Art and Music	40.0	40.5	40.0	40.0	0.0	0.0%	0.0%
Kindergarten	77.0	76.0	71.0	75.0	(2.0)	-2.6%	-4.4%
Physical Education	30.4	33.4	32.6	33.0	2.6	8.6%	5.8%
SPED	139.1	133.9	128.3	132.8	(6.4)	-4.6%	-14.1%
Elementary	253.3	279.7	296.8	302.7	49.5	19.5%	109.8%
Foreign Language	19.6	19.5	20.4	21.0	1.4	7.1%	3.1%
Vocational	23.3	31.9	28.6	28.4	5.1	21.7%	11.2%
Total Selected	721.9	756.1	750.4	767.0	45.1	6.2%	100.0%

Note: Data obtained from CPS. Core subjects included here are English, math, science and social studies.

Chart 6-2a shows the same detail break down as *Chart 6-2* broken into actual budgeted amounts as opposed to FTE's. In FY97 and FY98 the budgeted amounts for employee benefits were included into the budgeted salary amounts.

Chart 6-2a

Cambridge Public Schools

Distribution of Budgeted Teachers' Salaries - Selected Disciplines

Discipline	FY93	FY95	FY97	FY98	\$ inc./dec. FY93 - FY98
Certain Core Subjects	\$ 6,054	\$ 6,598	\$ 7,871	\$ 8,365	\$ 2,311
Art and Music	\$ 1,707	\$ 1,911	\$ 2,210	\$ 2,321	\$ 614
Kindergarten	\$ 2,169	\$ 2,329	\$ 2,699	\$ 2,926	\$ 757
Physical Education	\$ 1,285	\$ 1,433	\$ 1,865	\$ 1,993	\$ 708
SPED	\$ 5,077	\$ 5,460	\$ 6,699	\$ 7,070	\$ 1,992
Elementary	\$ 8,994	\$ 10,650	\$ 13,589	\$ 14,320	\$ 5,327
Foreign Language	\$ 803	\$ 864	\$ 1,146	\$ 1,240	\$ 437
Vocational	\$ 991	\$ 1,546	\$ 1,664	\$ 1,736	\$ 745
Total All Selected	\$ 27,080	\$ 30,791	\$ 37,744	\$ 39,970	\$ 12,890

Note: Data obtained from CPS. Core subjects included here are English, math, science, social studies. Totals may not add due to rounding.

7. Foundation Budget

The foundation budget is a target level of spending developed to ensure that a minimum level of education resources is available per student in each school district. The foundation budget shown in *Appendix B* is determined by a number of factors including enrollment, staffing and salary levels. The key items in the foundation budget include: payroll, non-salary expenses, professional development, expanded programs, extraordinary maintenance, and books and instructional equipment. DOE calculates each of these budget items using the previous year's October 1st pupil enrollment with adjustments for special education, bilingual and low-income students. Certain salary levels and full time equivalent (FTE) standards are used to calculate salary budgets which also include annual adjustments for inflation.

The foundation budget establishes spending targets by grade (pre-school, kindergarten, elementary, junior high and high school) and program (regular day, special education, bilingual, vocational and expanded or after-school activities). Grade and program spending targets are intended to serve as guidelines only and are not binding on local school districts. To encourage appropriate levels of spending, M.G.L. Ch.70, §9 requires that a school district report to the Commissioner of Education when it has failed to meet foundation budget spending levels for professional development, books and instructional equipment, extended/expanded programs and extraordinary maintenance.

According to *Chart 7-1*, expenditures for Books and Equipment met foundation budget in FY96 and FY98, but not in FY94. Expenditures did not reach foundation budget for the other categories in any of the fiscal years shown. CPS did not file a report with the Commissioner's office as required by Ch.70, §9 for these fiscal years nor did DOE direct CPS to submit such a report. These expenditure figures represent expenses from the general fund only and do not include other funding sources.

Chart 7-1

**Cambridge Public Schools
Net School Spending According to Foundation Budget
(in thousands of dollars)**

	FY94		FY96		FY98	
	Actual	Budget	Actual	Budget	Actual	Budget
Professional Development	\$716	\$735	\$677	\$858	\$853	\$941
Books and Equipment	\$2,332	\$2,344	\$3,607	\$2,559	\$4,482	\$2,879
Expanded Program	\$0	\$618	\$0	\$1,007	\$0	\$889
Extraordinary Maintenance	\$0	\$1,365	\$318	\$1,582	\$436	\$1,732

Expenditures As Percentage of Foundation Budget

	FY94	FY96	FY98
	NSS/FND	NSS/FND	NSS/FND
Professional Development	97.5%	78.9%	90.7%
Books and Equipment	99.5%	141.0%	155.7%
Expanded Program	0.0%	0.0%	0.0%
Extraordinary Maintenance	0.0%	20.1%	25.1%

Note: Data obtained from DOE and CPS. Percentages calculated using whole dollars.

Appendix B shows the CPS foundation budget for FY94, FY96 and FY98. For each year, the chart shows expenditures and variances from the foundation budgets as well as how expenditures compare with the foundation budgets. In all years shown, the data indicates that total spending was greater than the foundation budget target from a low of \$30.5 million in FY96 to a high of \$32.1 million in FY94. In percentage terms, CPS has spent from 155 percent of the foundation budget in FY98 to 171 percent in FY94.

8. Staffing – Full Time Equivalent (FTE) Trends

Since salaries, excluding benefits, comprise approximately 58.6 percent of the FY98 total school district expenditures, budget changes closely reflect changes in staffing or FTEs. *Chart 8-1* indicates CPS had a total of 1188.3 FTEs including 634.5 teachers in FY89. By FY93, total FTE numbers had increased to 1263.4 while teachers increased to 673.2. In this context, teachers exclude instructional assistants. Para-professionals, guidance counselors, psychologists, cafeteria, custodians and maintenance personnel are included as all others in the chart.

The district could not provide FTE grant fund positions by program detail. These positions are not reflected in charts within this section. In FY94 total grant positions were 144.6 and 57.4 were teachers. In FY98 total grant positions decreased to 135 and 44 were teacher positions.

Chart 8-1 indicates CPS increased FTEs between FY89 and FY93, as well as between FY93 and FY98. Total FTEs increased 11.8 percent including 19 teaching positions from FY93 to FY98. For those same years total student enrollment decreased by 2.1 percent.

For the FY89 to FY98 period, schools in the district experienced an increase in total FTEs of 18.9 percent, teachers increased by 9.1 percent, while the enrollment increased 2.7 percent from FY89 to FY98.

Chart 8-1

Cambridge Public Schools Staffing Trends Full Time Equivalent (FTE)

	Total FTEs	Teachers	Teachers as % of FTEs	Instruct. Assists.	Administrators	All Others
FY89	1188.3	634.5	53.4%	274.0	32.0	247.8
FY93	1263.4	673.2	53.3%	328.1	28.0	234.1
FY98	1413.0	692.2	49.0%	422.8	32.0	266.0
FY89-93	75.1	38.7		54.1	-4.0	-13.7
Incr./ Decr.	6.3%	6.1%		19.7%	-12.5%	-5.5%
FY93-98	149.6	19.0		94.7	4.0	31.9
Incr. / Decr.	11.8%	2.8%		28.9%	14.3%	13.6%
FY89-98	224.7	57.7		148.8	0.0	18.2
Incr. / Decr.	18.9%	9.1%		54.3%	0.0%	7.3%

Note: Data obtained from CPS.

Chart 8-2 shows changes in teaching FTEs by type of school or program. The largest increase in teachers between FY93 and FY98 occurred at the SPED level when 15.6 FTEs were added. This was a 13.2 percent increase. There was a 0.8 percent decrease at the middle school level, a 1.0 percent decrease at the high school level, and a 0.3 percent decrease at the elementary level during this same time period.

Chart 8-2

Teachers By Program
Full Time Equivalents
(excluding teaching aides)

	FY93 - FY98				
	FY89	FY93	FY98	Increase	% Incr / Decr
Early Childhood	0.7	0.7	0.7	0.0	0.0%
Elementary	266.7	291.9	291.0	-0.9	-0.3%
Middle	48.5	47.5	47.1	-0.4	-0.8%
High	167.4	153.5	152.0	-1.5	-1.0%
Subtotal	483.3	493.6	490.8	-2.8	-0.6%
Bilingual	46.2	58.4	65.2	6.8	11.6%
ESL	5.0	5.0	5.0	0.0	0.0%
Special Education	100.0	118.3	133.9	15.6	13.2%
Subtotal	151.2	181.7	204.1	22.4	12.3%
Total	634.5	675.3	694.9	19.6	2.9%

Note: Data obtained from CPS.

Student/teacher ratios decreased between FY89 and FY93 and then decreased again between FY93 and FY98 as shown in *Chart 8-3*. The overall ratio for students to teachers was 11.9:1 in FY89, 11.7:1 in FY93 and 11.1:1 by FY98. These ratios were all less than the state averages. When adjusted for the number of SPED, ESL and Bilingual teachers, using the same total student population, the resulting ratios are somewhat higher. The non-SPED, ESL and Bilingual teacher ratios were all less than the state averages.

Chart 8-3

**Cambridge Public Schools
Students Per FTE Teacher**

	FY89	FY93	FY98
All Students / All FTE Teachers	11.9	11.7	11.1
All Students / All FTE Teachers - State Avg.	13.8	15.1	14.2
All Students / All Non-SPED, ESL & Bilingual	15.6	16.0	15.7
All Students / All Non-SPED, ESL & Bilingual- State Avg.	17.2	19.2	18.1
All Students / All FTE Teachers			
Kindergarten	20.0	19.2	22.1
Elementary	14.0	14.9	14.7
Middle	19.5	21.2	22.5
High	13.6	13.4	12.7

Note: Data obtained from CPS and DOE.

Between FY93 and FY98 teaching FTEs increased in mathematics and science but decreased slightly in the other core subject areas of English and social studies as shown in *Chart 8-4*.

Chart 8-4

**Cambridge Public Schools
Teachers - Certain Core Subjects
High and Junior High School FTEs**

	FY93 - FY98					
	FY89	FY93	FY98	Increase	% Incr / Decr	
English	50.0	44.9	40.0	-4.9	-10.9%	
Mathematics	42.0	36.6	38.9	2.3	6.3%	
Science	34.0	35.7	39.1	3.4	9.5%	
Social Studies	32.4	34.1	29.7	-4.4	-12.9%	
Total	158.4	151.3	147.7	-3.6	-2.4%	

Note: Data obtained from CPS.

9. Payroll – Salary Levels, Union Contracts

Expenditures for salaries are reviewed to determine how the school district has increased expenditures for teachers and how teaching salaries have increased as a result of union contract agreements.

Chart 9-1 indicates how school salaries have increased in comparison to total school district expenditures. CPS increased its expenditures for salaries by \$9.2 million between FY93 and FY98, an increase of 19.2 percent. This is 6.3 percentage points less than the increase in total school district expenditures during the same time period. Total salaries made up 61.7 percent of these expenditures in FY93 and decreased to 58.6 percent in FY98. Total school district expenditures include fringe benefits.

Of the \$19.9 million total school expenditure increase from FY93 to FY98, \$9.2 million is attributable to salaries. Of this \$9.2 million salary increase, \$5.9 million or 63.5 percent, applied to teaching salaries and \$3.4 million or 36.5 percent, applied to non-teaching salaries. The latter group includes administrators, para-professionals, clerical staff, custodial staff, etc.

Chart 9-1

Cambridge Public Schools
Salary Expenditures Compared to Total School District Expenditures
(in millions of dollars)

	FY89	FY93	FY94	FY95	FY96	FY97	FY98	FY93 - FY98	
								\$ Incr. /	% Incr. / Decr.
Total School District Expenditures	\$65.4	\$77.8	\$84.0	\$86.6	\$91.5	\$92.9	\$97.7	\$19.9	25.5%
Total Salaries	\$39.1	\$48.0	\$51.0	\$52.9	\$54.4	\$54.7	\$57.2	\$9.2	19.2%
as % of Total Expenditures	59.8%	61.7%	60.8%	61.1%	59.5%	58.9%	58.6%	46.4%	
Teaching Salaries	\$24.6	\$30.0	\$32.8	\$33.9	\$34.5	\$34.8	\$35.8	\$5.9	19.5%
as % of Total Salaries	62.9%	62.4%	64.3%	64.0%	63.5%	63.6%	62.6%	63.5%	
Non-Teaching Salaries	\$14.5	\$18.0	\$18.2	\$19.0	\$19.9	\$19.9	\$21.4	\$3.4	18.7%
as % of Total Salaries	37.1%	37.6%	35.7%	36.0%	36.5%	36.4%	37.4%	36.5%	

Note: Data obtained from CPS

Chart 9-2 shows that the average teacher's salary increased from \$44,134 to \$51,591 between FY93 and FY98. The FY98 average teacher's salary of \$51,591 is above the state average salary of \$44,051 reported by DOE.

Chart 9-2

Cambridge Public Schools
Teaching Salaries and Teachers (FTE)
Average Salary Comparison

	FY89	FY93	FY94	FY95	FY96	FY97	FY98
Teaching Salaries (\$ in mil)	\$24.6	\$30.0	\$32.8	\$33.9	\$34.5	\$34.8	\$35.8
FTE - Teachers	716.5	678.7	694.2	711.9	698.2	699.6	694.0
FTE Incr. / Decr. from Previous Year	N/A	10.7	15.5	17.7	-13.7	1.4	-5.6
Average Salary per FTE	\$ 34,309	\$44,134	\$47,244	\$47,564	\$49,454	\$49,726	\$51,591
DOE Reported State Average	N/A	\$38,681	\$39,012	\$40,718	\$41,760	\$42,874	\$44,051

Note: FTE excludes adult education teachers. Average salary per FTE consists of all salaries (i.e. asst principals, advisors, coaches etc.), step increases, longevity and differentials. Data obtained from CPS and DOE end-of-year reports.

Of the additional \$5.4 million spent on teaching salaries from FY93 through FY98 as shown in *Chart 9-2a* \$0.6 million or 10 percent represents cost of new positions and \$4.8 million or 81 percent represents salary increases for existing teaching staff. The data indicates that increases to existing staff for the six year period between FY93 and FY98 did not exceed an annual 3 percent rate of inflation factor.

Chart 9-2a

Cambridge Public Schools
Salary Expenditures
Cost of New Positions and Salary Increases
(in millions of dollars)

	FY93 FY98		% of Cum. Incr.
Total Teaching Salary Exp.	\$30.0	\$35.8	
Cumulative Increase from FY93		\$5.9	100%
Cost of 3% Inflationary Increase		\$4.8	81%
FY93-FY98 Cost of New Positions		\$0.6	10%
Subtotal		\$5.4	91%
Amount above 3% Annual Increase		\$0.5	9%

Note: Analysis based on data obtained from CPS

Chart 9-2b indicates that increases due to annual contracts and steps ranged between 4.2 percent and 8.9 percent from the 1993 through 1998 time period. In 1997 and 1998 an increase of \$250 was added to the salary schedule as compensation for two professional development days. In school year 1999, 67 percent of the teaching staff are at maximum step and do not receive step increases.

Chart 9-2b

Cambridge Public Schools

Teachers Salaries - Step and Contract Percent Increases

Period	1993	1994	1995	1996	1997	1998	Total
Annual Contract Increase	3.0%	4.0%	2.5%	0.0%	3.7%	4.7%	17.9%
Step Increase	4.2%	4.2%	4.2%	4.2%	4.3%	4.2%	25.3%
Total	7.2%	8.2%	6.7%	4.2%	8.0%	8.9%	43.2%

Note: Data obtained from CPS

As shown in *Chart 9-3*, a review of salary changes over the FY93 to FY98 period indicates that the step 12 salary level increased by 15.2 percent without including step increases or lane changes. This represents the minimum increase a full time teacher would receive exclusive of raises due to step changes or obtaining an advanced academic degree. In contrast, the state and local government implicit price deflator indicates about an 11.3 percent inflationary trend for the FY93 to FY98 period.

Chart 9-3 shows how CPS salary schedules might apply to a particular teacher for the period of FY93 to FY98 depending on the step and academic degree. Various examples outline different situations. The chart illustrates so-called lane changes due to credits and degree earned such as BA to MA and MA to MA + 30.

For example, as of FY93, teacher A was on the maximum step 12 and had a BA. By FY98, this teacher on step 12 received salary increases totaling 15.2 percent. If this teacher earned a Masters and changed salary lanes to MA during this period, the increase would have amounted to 22.0 percent.

Teacher B had a BA, step 8, in FY93. In FY98, this teacher was on step 12 and received a salary increase of 37.7 percent. Had this teacher earned a Masters and changed to salary lane to MA during this period, the increase would have amounted to 45.5 percent.

Teacher C entered CPS with a BA at step 1 in FY93. By FY98, this teacher reached step 5 and received a 36.9 percent increase in pay. By earning a Masters Degree and changing to salary lane MA during this period, the percent increase in salary would have been 45.7 percent.

Chart 9-3

Cambridge Public Schools
Teaching Staff
Step/Degree Summary - Selected Years

	FY93 Base Pay		FY98 Base Pay			FY93-98 % Change	
	Step	Base Pay BA	Step	Base Pay BA MA		BA	MA
Teacher A	12	\$41,927	12	\$48,294	\$51,160	15.2%	22.0%
Teacher B	8	\$35,155	12	\$48,394	\$51,160	37.7%	45.5%
Teacher C	1	\$25,755	5	\$35,270	\$37,532	36.9%	45.7%
	MA		MA MA + 30			MA	MA + 30
Teacher A	12	\$44,439	12	\$51,160	\$55,062	15.1%	23.9%
Teacher B	8	\$37,135	12	\$51,160	\$55,062	37.8%	48.3%
Teacher C	1	\$27,730	5	\$37,532	\$40,919	35.3%	47.6%

Note: BA - Bachelor of Arts degree, MA - Master of Arts degree. Data obtained from CPS.

CPS teachers salary schedules have 5 lanes. Comparisons of BA to MA represent 1 lane change.
 The comparison of MA to MA +30 represents 2 additional lane changes

Chart 9-4

Cambridge Public Schools
Teaching Salary Schedules
Comparison of FY93 through FY98 Salary Schedules - Steps 1 and 12

Salary Lane	Initial Entry Level - Step 1					
	FY93	FY94	FY95	FY96	FY97	FY98
BA	\$25,755	\$26,785	\$27,455	\$27,455	\$28,536	\$29,927
Masters	\$27,730	\$28,839	\$29,560	\$29,560	\$30,704	\$32,182
Masters + 15	\$29,211	\$30,379	\$31,138	\$31,138	\$32,330	\$33,873
Masters + 30	\$30,689	\$31,917	\$32,715	\$32,715	\$33,954	\$35,562
Doctorate	\$32,662	\$33,968	\$34,817	\$34,817	\$36,119	\$37,814

Salary Lane	Highest Level - Step 12					
	FY93	FY94	FY95	FY96	FY97	FY98
BA	\$41,927	\$43,604	\$44,694	\$44,694	\$46,292	\$48,394
Masters	\$44,439	\$46,123	\$47,276	\$47,276	\$48,962	\$51,160
Masters + 15	\$45,839	\$47,673	\$48,865	\$48,865	\$50,588	\$52,862
Masters + 30	\$47,766	\$49,677	\$50,919	\$50,919	\$52,704	\$55,062
Doctorate	\$49,755	\$51,745	\$53,039	\$53,039	\$54,888	\$57,334

Note: CPS has 5 salary lanes and 12 steps. Data obtained from CPS.

10. Professional Development Program

DOE requires school systems to prepare a professional development plan, to update and revise it annually, and meet minimum spending requirements for professional development. Prior to school year 1998/99 CPS did not submit a professional development plan to DOE. The district did not monitor course selections and workshops, did not track previous professional development workshops or participants and participation in workshops could be taken during instructional time. In school year 1997/98 none of the teachers in five of the high school houses completed the requirements for professional growth as prescribed within Phases II – IV of the evaluation system.

In school year 1998/99 the district initiated a Professional Development Center (PDC) and hired an executive director of professional development. Monthly meetings for principals and assistant principals have been set up to service their professional growth and needs. The center's focus is on systematic and school based training. The PDC sponsors a year-long workshop designed to support and guide National Board Teachers through a certification process. The systematic trainings include the Superintendent's Summer Institutes, City-wide Inservice Days, Administrator/Teacher/Support Personnel training, Coordinators' Retreat to address literacy across the disciplines and Elementary Early Release Days. For school year 1999/2000 the school committee approved a policy allocating professional development funds to each school on a per student basis.

CPS is one of 29 school districts involved in Teachers as Scholars, a professional development program at Harvard Graduate School of Education. Teachers participate in one to two day sessions taught by Harvard faculty and receive PDP's.

CPS professional development plan includes professional development offerings linked to the building based needs identified in the school improvement plan. The plan is aligned with:

- National Staff Development Standards
- Massachusetts State Plan for Professional Development
- Cambridge Public Schools Mission and Goals
- 1999-2000 CPS School Improvement Plans

During FY95 and FY96, DOE required school districts to spend at a rate equivalent to \$25 per pupil for professional development. This requirement increased to \$50 per pupil for FY97 and \$75 for FY98. According to *Chart 10-1*, CPS was over the minimum spending requirements in all years from FY95 to FY98.

Chart 10-1

Cambridge Public Schools
Expenditures for Professional Development
(in whole dollars)

	Professional Development	Minimum Spending Requirement	Total Spent as % of Requirement
FY94	\$716,279	N/A	N/A
FY95	\$406,339	\$193,750	209.7%
FY96	\$676,856	\$202,150	334.8%
FY97	\$928,249	\$400,900	231.5%
FY98	\$852,952	\$660,075	129.2%

Note: Data obtained from CPS

Chart 10-2 shows a sample of courses offered, the number of professional development points earned for each course and the number of attendees.

Chart 10-2

Cambridge Public Schools
Selected Professional Development Offerings 1998/1999

Title	PDPs	Attendance
Citywide Inservice - Dr. Howard Johnston	6	975
Diversity and Variation Lecture	4	25
Communication Skills for Customer Service	6	52
DOE Focus on Inquiry Content Workshop	20	23
Site Based/ Focus on Race, Class and Languages	15	18
Early Literacy Assessment	15	17
Connected Mathematics Program Training, Grade 8	20	17
Diversity and Variation in Living Things	6	17
Email and Beyond: Creating Community of Networks	25	15
Algebra Project Seminar	6	14
Developing Math Ideas	32	14
Moving Secondary Science Towards Inquiry	10	13
Race and Racism	24	12
Distribution of Curriculum Content two-way Immersion Program	15	11
Aligning Frameworks with Bilingual World Language Dev't	20	10
MIT Design Institute: Light, Color & Energy	30	8
Script Development and Performance Techniques	25	8
World Language, working with APC Laboratory	25	6

Note: Information obtained from CPS

11. School Improvement Plans

M.G.L. Chapter 71, §59C mandates a school council at each school that must develop a school improvement plan and update it annually. For the purpose of this audit, the audit team reviewed FY96 and FY99 CPS school improvement plans for all schools.

CPS has in place a descriptive guideline for School Improvement Plans which was developed in 1996 and updated in 1999. This guideline requires schools to produce a plan that includes a needs assessment with supporting documentation, objectives with measurable results, and a planned course of action for each objective. These guidelines aided the schools in producing comprehensive school improvement plans in FY96 and FY99.

The 1996 and 1999 school improvement plans for all schools addressed a two year period. M.G.L. Chapter 71, §59C states that schools should produce annual school improvement plans. Most 1996 school improvement plans assessed the school needs, and had measurable goals which addressed areas of professional development, parental involvement, safety and discipline, student performance, diverse learning needs, and extracurricular activities.

The FY99 school improvement plans were developed along the same format as in FY96. There was no written assessment of the goals from FY96 in many of the FY99 school improvement plans. The 1999 school improvement plans included much supporting documentation for the objectives including but not limited to test results, surveys, and demographics. The Office of Student Achievement and Accountability was established in 1999 to align school district priorities to focus on raising student achievement. The school committee passed a policy on funding for school improvement plans and in FY99 the budget provided all schools with appropriated funds for their school improvement plans. The formula for distribution of funds was driven by enrollment as well as performance on the 3rd grade IOWA tests in addition to a base allocation of \$5,000.

12. Time and Learning

Time and learning standards refer to the amount of time students are expected to spend in school. It is measured by the number of minutes or hours in a school day and the number of days in the school year. As of September 1997, DOE requires 990 instruction hours per year for both secondary (junior high and high schools) and 900 hours of instruction for the elementary and middle schools.

In CPS, there were 180 teaching days in both the 1997 and the 1998 school years. The DOE requirement is 180 teaching days.

As shown in *Chart 12-1*, CPS time and learning plan exceeded the 1997/98 DOE school year requirements by 90 hours in the middle school and in the elementary schools. Currently the high school exceeds the DOE requirements by 18 hours. Full day kindergarten exceeded the DOE requirements by 84 hours.

Teachers were not compensated in school years 1997 and 1998 because the length of the day was not extended. There was a reconfiguration of the instructional day. In 1996 the district added a professional development day and a teacher stipend of \$250 to the base salary before calculating union raises. For school year 1997/98 an additional \$250 was added to the base salary after calculating union raises.

Chart 12-1

**Cambridge Public Schools
Time and Learning Standards**

	1995/96	1997/98	
	CPS Standard Hours Per Year	DOE Req. Hours Per Year	CPS Standard Hours Per Year
High School	990	990	1008
Middle School	990	900	990
Elementary School	990	900	990
Kindergarten	979	900	984

Note: Data obtained from CPS

13. Courses and Class Sizes

Chart 13-1 shows core class sections and enrollment as well as average class sizes as of September 1997 for the 1997/1998 school year. The average enrollment in these sections was 15.3 or less students per class. Science had the smallest average class size with 13.4 students, while social studies had the largest with 15.3 students. All core subjects had some sections with at least 25 students. There were no sections of any core subject with 30 or more students.

Chart 13-1

Cambridge Public Schools
High School Classes
1997/98 School Year

Subject	Number of Sections	Total Enrollment	Avg. Enroll. Per Section	Sect. w/ 25-29	Sect. w/ 30 or more	30+ %
English	215	2973	13.8	21	0	0.0%
Math	148	2153	14.5	5	0	0.0%
Science	129	1732	13.4	1	0	0.0%
Social Studies	168	2562	15.3	23	0	0.0%

Note: Data obtained from CPS

14. Technology

DOE approved the CPS five-year technology plan in December of 1996. The plan was prepared by the Technology Planning Group as part of the Cambridge Tech 2000, a citywide technology planning committee. This group included the Superintendent, deputy superintendent, executive director of management services, assistant superintendent of curriculum, community members and various K-12 computer personnel. Funding for technology improvements and upgrades has been provided by a combination of school budget appropriation, capital grants, school construction reimbursements and City bonding.

There are more than 2000 computers connected to over 30 servers and an array of peripheral components throughout the CPS district. Each school has at least one computer lab with additional computers and internet access found in each classroom. Approximately 67% of the computers are instructional type A/B that can accommodate the most current software. The district has 4.3 students per computer, better than the state average of 7.2.

The plan projected that full implementation would cost \$3,200,000 over 5 years. The plan is in its 4th year and \$2,915,000 or ninety five percent has been expended. The schools are connected to a Wide Area Network (WAN), each school has its own Local Area Network (LAN) and each school has internet access. The internet is provided to CPS through BBN/GTE of Lynn MA.

Within the 99/2000 budget, the school committee approved a policy relative to providing technical, training, and technology curriculum integration support for schools. The policy updates the current status and condition of CPS technology, supports technical training, shows funding sources, personnel (FTE) requirements and curriculum support, as well as implementation timeframes.

CPS is installing a new server based People soft application and municipal financial compatibility to replace an outdated Digital Equipment Corporation (DEC) mainframe. Transfer of the human resources, payroll and position control occurred in November of 1999. A Starbased student information system was implemented in September 1999. The (DEC) mainframe will then be retired due to age and Y2K compliance issues.

The basis of the Y2K issue is that some computer programs do not have four digit fields and may read the year 00 as 1900 rather than 2000. The new mainframe is Y2K compliant and CPS has received written assurances from their utility maintenance contractors that their systems are currently Y2K compliant.

Although CPS has expended close to \$3,000,000, the larger investment has been born by the city of Cambridge through the installation of a city wide network and through the school construction reimbursement program for new construction and major renovations to schools benefiting Cambridge at a 90 percent rate of reimbursement.

15. Textbooks and Instructional Materials

CPS has amounts budgeted for textbooks and instructional supplies. Allocations are per pupil based for each school, with site based management responsibility resting with each principal. There has been no centralized textbook adoption, review or update policy. Principals act independently in reviewing each teacher's school year syllabus, appropriate teaching materials and supplementary textbooks.

CPS relies on a variety of instructional materials, trade books, individually prepared materials, and various kits for science and math. Curriculum direction is mostly in math and science at the secondary level. The individual teachers choose materials from a wide range of sources. Textbooks are supplemental as determined by each teacher. As an example, there are various texts from different publishers utilized within and particular course, school or program. There are at least four different geometry texts being used in the 10th grade and several different algebra texts being used for different sections of the same subject. This scenario exists in both math and science. Textbooks and materials for social studies, literature, music, arts, drama and other subject areas have had no centralized curriculum direction. A review of textbook inventories showed that most textbooks have been published within the last ten years.

Chart 15-1 shows actual expenditures for textbooks and instructional materials. The chart indicates a steady increase in expenditures for textbooks from \$345,263 in FY93 to \$486,147 in FY98. This is an increase of \$140,884 or 40.8 percent. Other instructional material expenditures vary from year to year based on the needs and priorities of each school.

Chart 15-1

**Cambridge Public Schools
Textbooks and Other Instructional Expenditures
(in thousands of dollars)**

	FY89	FY93	FY94	FY95	FY96	FY97	FY98	FY93 - FY98	
								\$ Incr.	% Incr.
High School	\$263	\$304	\$327	\$304	\$321	\$355	\$365	\$61	20.1%
Elementary (K-8)	\$389	\$551	\$653	\$681	\$733	\$743	\$724	\$173	31.4%
SPED	\$45	\$49	\$45	\$48	\$69	\$47	\$56	\$7	14.3%
Bilingual	\$38	\$45	\$37	\$38	\$41	\$54	\$50	\$5	11.1%
Systemwide	\$61	\$53	\$80	\$52	\$34	\$60	\$80	\$27	50.9%
Total	\$796	\$1,002	\$1,142	\$1,123	\$1,198	\$1,259	\$1,275	\$273	27.2%
Textbooks Only	\$230	\$345	\$344	\$335	\$369	\$490	\$486	\$141	40.9%
Other Expenditures	\$566	\$657	\$798	\$788	\$829	\$769	\$789	\$132	20.1%
Textbooks / Student	\$30	\$43	\$42	\$41	\$45	\$60	\$62	\$19	43.9%
Exp / Student	\$74	\$82	\$98	\$96	\$102	\$95	\$101	\$19	22.7%

Note: Data obtained from CPS. Pre K and kindergarten in elementary.

16. Testing

Test scores are generally below the state average. MCAS scores show that CPS scored slightly below the state average scaled scores for all grades in all areas. SAT scores have generally been below the state average. The Massachusetts Educational Assessment Program (MEAP), the state's educational testing program from 1988 to 1996, showed that CPS increased slightly in all four subject matters for grades 4 and 8 between 1988 and 1996. Results from the 1998 Iowa Tests of Educational Development (ITED) indicate that 68 percent of CPS 3rd graders demonstrated a high degree of proficiency in fundamental skills of reading.

Scholastic Aptitude Test (SAT)

SAT scores are generally below the state average as shown in *Chart 16-1*. Scores from 1994 and 1995 cannot be compared to 1996 scores since SAT scores were "recentered" in 1996 resulting in a higher score for that year for all schools and consequently, a higher state average.

Chart 16-1

**Cambridge Public Schools
Scholastic Aptitude Test (SAT) Results**

SAT Content Areas	1994		1995		1996		1997		1998	
	CPS	State Avg.	CPS	State Avg.	CPS	State Avg.	CPS	State Avg.	CPS	State Avg.
Verbal	365	426	395	430	461	507	467	508	464	502
Math	434	475	449	477	472	504	468	508	467	502
Total	799	901	844	907	933	1011	935	1016	931	1004
CPS - % of State Avg.	88.7%		93.1%		92.3%		92.0%		92.7%	

Note: Data obtained from CPS and DOE

Massachusetts Educational Assessment Program (MEAP)

An analysis of Cambridge's MEAP scores can be found in *Appendix C*. This shows that in 1996 the district scored below the state average in all subject matters for grades 4, 8 and 10. MEAP reports in two ways: scaled scores which range from 1000 to 1600, and proficiency levels which are reported as percentage of students in each proficiency. Level 1 is the lowest, level 2 is considered the "passing grade" level, while levels 3 and 4 constitute the more advanced levels of skill.

Proficiency scores for 1992 and 1996 shown in *Chart 16-2* indicate that scores for CPS grade 4 students decreased in all areas except reading. The scores for grade 8 students show an increase in level 2 and a decrease in all four subject areas during this same time period.

Chart 16-2

**Cambridge Public Schools
MEAP Proficiency Scores
1992 and 1996 Fourth and Eighth Grades**

Fourth Grade	1992			1996		
	Level 1 or Below	Level 2	Levels 3 & 4	Level 1 or Below	Level 2	Levels 3 & 4
Reading	52%	30%	17%	55%	28%	17%
Mathematics	61%	25%	14%	54%	37%	9%
Science	65%	21%	14%	54%	35%	11%
Social Studies	61%	24%	14%	56%	34%	11%
Eighth Grade	1992			1996		
	Level 1 or Below	Level 2	Levels 3 & 4	Level 1 or Below	Level 2	Levels 3 & 4
Reading	60%	19%	21%	44%	30%	27%
Mathematics	60%	18%	23%	49%	33%	18%
Science	59%	20%	22%	51%	31%	18%
Social Studies	61%	19%	21%	48%	32%	19%

Note: Data provided by DOE and CPS

According to *Appendix C*, between 1988 and 1996 MEAP scores for students in grades 4 and 8 improved in all four subject areas. In 1996 grade 4 and 8 scores were under the state average in all four subject areas.

Chart 16-3 shows MEAP grade 4 reading scores for selected school districts whose scores in 1988 range from 1090 to 1250 as compared to CPS score of 1200. The scores for grade 4 students are particularly significant because, by 1996, the greatest impact of education reform should be initially seen in the performance of these students. The reading scores for CPS grade 4 students showed a decrease of 10 points from 1992 to 1996.

Chart 16-3

MEAP Reading Scores - 4th Grade- 1988 Scores from 1090- 1250

	1988	1990	1992	1994	1996	1992 - 1996 Change
Holbrook	1250	1260	1280	1300	1330	50
Fitchburg	1250	1220	1210	1220	1200	-10
Taunton	1250	1270	1310	1320	1310	0
Quincy	1240	1280	1320	1330	1310	-10
Malden	1240	1290	1280	1300	1330	50
Medford	1230	1280	1290	1330	1310	20
Haverhill	1230	1250	1310	1310	1280	-30
Springfield	1230	1200	1200	1230	1230	30
Brockton	1220	1220	1210	1220	1200	-10
Lynn	1210	1200	1200	1230	1230	30
Chicopee	1210	1240	1250	1270	1270	20
Ware	1210	1300	1230	1310	1260	30
Somerville	1200	1200	1260	1300	1290	30
Cambridge	1200	1220	1240	1260	1230	-10
New Bedford	1200	1220	1270	1320	1270	0
Lowell	1200	1210	1220	1210	1180	-40
Fall River	1200	1200	1260	1300	1290	30
Boston	1150	1130	1170	1180	1180	10
Chelsea	1110	1100	1170	1140	1110	-60
Lawrence	1100	1100	1140	1220	1210	70
Holyoke	1090	1100	1170	1140	1110	-60
State Average	1300	1310	1330	1300	1350	20

Note: A significant change in a score is considered to be 50 points in either direction. Selected communities were chosen based on geography and/or population.

Iowa Tests

The Iowa Test of Basic Skills (Iowa tests) for grade 3 was administered throughout Massachusetts in the spring of 1998. Results were categorized by students tested under routine conditions, students with disabilities tested under non-routine conditions, students with disabilities tested under routine conditions and students with limited English proficiency. CPS was at the 60th percentile rank in reading for all students tested under routine conditions. The state score was at the 64th percentile. The test defines four different levels of reading comprehension: pre-reader, basic reader, proficient reader and advanced reader. Twenty-nine percent of students tested as pre- or basic readers and 68 percent of students tested as proficient or advanced. In 1998, 23 percent of CPS students were advanced readers, which is equal to the state average for that category. About 76 percent of the tested students have attended CPS since the first grade.

The Iowa Tests of Educational Development, also referred to as the Massachusetts Grade 10 Achievement Test, was also administered in the spring of 1997. It tested

seven different areas of skills including reading, quantitative thinking and social studies. Scores were based on a national sample of students who took the test. CPS grade 10 students scored at the 55th percentile compared to the national sample. CPS' performance compares to scores as high as the 89th percentile and as low as the 28th percentile for other Massachusetts school districts.

Massachusetts Comprehensive Assessment System (MCAS)

MCAS scores showed mixed results for CPS students, including all students and students attending the district for three years or more.

MCAS is the new statewide assessment program given annually to grades 4, 8 and 10. It measures performance of students, schools and districts on learning standards contained in the Massachusetts Curriculum Frameworks. This assessment program serves two purposes:

- measures performance of students and schools against established state standards; and
- improves effective classroom instruction by providing feedback about instruction and modeling assessment approaches for classroom use.

MCAS tests are reported according to performance levels that describe student performance levels that describe student performance in relation to established state standards. Students earn a separate performance level of advanced, proficient, needs improvement, and failing based on their total scaled score for each test completed. There is no overall classification of student performance across content areas. School, district and state levels are reported by performance levels.

Chart 16-4 shows a comparison of CPS and the state average scaled scores. Except for grade ten English Language Arts, MCAS 1998 scores showed that the district scored slightly below the state average for all students in all subject areas. MCAS 1999 scores showed the district below the state average in all subject areas with grade ten district scores declining in all areas from 1998 to 1999. Appendix D shows a percentage of students at each performance level for the 1998 and 1999 MCAS tests.

The district has developed a school improvement plan handbook to serve as a guide for the creation of school improvement plans. A selection from the 1999 handbook identifies MCAS results as a tool to use for a needs assessment in individual improvement plans.

Chart 16-4

Cambridge Public Schools
Comparison of 1998 and 1999 MCAS Average Scaled Scores

All Students	1998 District	1998 State	Point Diff.	1999 District	1999 State	Point Diff.	1998 - 1999 Inc./Dec.	
							District	State
Grade 4:								
English Language Arts	228	230	-2	229	231	-2	1	1
Mathematics	231	234	-3	232	235	-3	1	1
Science & Technology	233	238	-5	234	240	-6	1	2
Grade 8:								
English Language Arts	236	237	-1	236	238	-2	0	1
Mathematics	226	227	-1	227	228	-1	1	1
Science & Technology	223	225	-2	220	224	-4	-3	-1
History	N/A	N/A	N/A	218	221	-3	N/A	N/A
Grade 10:								
English Language Arts	230	230	0	224	229	-5	-6	-1
Mathematics	221	222	-1	219	222	-3	-2	0
Science & Technology	223	225	-2	220	225	-5	-3	0

Note: Data provided by DOE

California Achievement Test (CAT)

CPS administered the CAT from 1992 through 1999. It is a standardized test used as an optional academic performance tool in Cambridge to provide another way to review students performance over time. The CAT is administered to students in the spring of each year. Students in grades 1, 2, 3, 5, 6, 8, 10 and 12 are tested using the CAT.

17. Management and Personnel Practices

Management Practices

During the 1990's the district has had two superintendents. The former superintendent held strong ties to the Cambridge community, starting her career as a second grade teacher and ending as superintendent in the district. The superintendent developed a strong relationship throughout the community and many issues were resolved using community involvement. Her management style also included strong site based management with some central direction. Many schools utilized their own curriculum, teaching techniques, textbooks and instructional materials. This led to development of instructional programs based upon individual school needs and community expectations. Individual school budgets were presented to the school committee and

were not necessarily based on system wide educational needs or improvements. The audit team learned that resources were allocated to schools where the constituency was active and supportive. Administrative meetings and principal meetings were held separately. Principals did not have hiring decision making authority nor were they formally evaluated. Elementary principal contracts were for two years, had the same ending date and received the same salaries. There were no clear lines of accountability or reporting for curriculum, professional development or testing. In 1994, the science curriculum integrated national science standards for all schools and has won awards. A school improvement handbook, instituted in 1996, strengthened school councils. The Cambridge community and schools have made a long term commitment to education through the use of technology.

The current superintendent began her tenure in October of 1997. She instituted full administrative meetings, including assistant principals as participants. A budget advisory committee is in its second year. This year round budget council is made up of parents, administrators and community members that serve in an ongoing advisory capacity to the Superintendent on budget and financial policy matters. She hired a full time curriculum director, an executive director of achievement and accountability, and has added curriculum coordinators in other discipline areas. The school committee set policy to provide comprehensive pictures of how students are performing called Assessment Program Plans. The school committee also set policies on a Professional Development Center, funding for school improvement plans, and technology support for schools.

Hiring Process

CPS fills projected teaching vacancies through receiving external candidates, and transfer of internal candidates. If a vacancy occurs the hiring administrator will submit a job description to the personnel department, with approval by the superintendent. The personnel department will notify the hiring administrator when the posting has closed so the administrator may begin reviewing the resumes and conducting interviews.

The personnel department is responsible for the recruitment of new teachers. A recruitment brochure provides an overview of CPS as well as an overview of each school and its specific philosophies. Open houses and job fairs are held. Recruitment teams, composed of administrators, are established to visit colleges.

Each school establishes resume screening and interviews committees for the purpose of filling teacher vacancies. Each committee includes administrators, teachers, parents, and at the secondary level, a student may be included. These committees are responsible for screening resumes, selecting candidates to be interviewed, formulating the interview questions, conducting the interviews, and making hiring recommendations to the principal for approval by the Superintendent. The hiring administrator is responsible for contacting applicants.

The audit team examined managerial staff contracts for the administrators and principals. The administrative contracts vary in length, salary and contain termination language. As of FY98, elementary principal contracts were for two years, had the same ending date and the elementary principals received the same salary.

Evaluation Process

Peer review committees (PRC) play an important role in the evaluation process for teachers with professional status. All professional status teachers are expected to serve a term on a PRC. These committees are composed of three teachers who serve a three-year term. Their main function is to review and give feedback on professional growth activity plans submitted by teachers to make sure the plans meet the criteria established for the particular phase of the cycle.

The evaluation cycle has four phases for professional status teachers: administrative assessment, experimentation with instructional techniques or technologies, individualized planning and self-assessment, and collaborative project. Phases II-IV provide for teacher directed professional growth in collaboration with PRCs. At the end of the school year, teachers in phases II-IV submit a record of their professional growth activities along with a one to two page summary of what they learned from the experience to the PRC. In each phase the PRC signs and submits the certificate form to the evaluator for review.

Principals and Administrators

Each principal contract has an evaluation section. This section states that the principal shall be evaluated in accordance with the standards prescribed by MERA, the DOE, policies and directives established by the school committee and annual school improvement goals agreed upon by the principal and superintendent.

Administrators are evaluated annually using an Administration Performance Evaluation form. The Administrator Performance Evaluation form reflects the administrator's performance standards established in the areas of instructional leadership, effective organizational leadership, administration and management, promotion of equity and appreciation of diversity, effective relationships with the community, and fulfillment of professional responsibilities. Completed Administration Evaluation forms must be submitted to the personnel office.

Principals received professional development training in teacher evaluation from a program called Research for Better Teaching (RBT). Eleven Principals have been appointed since education reform went into effect.

Teachers

A professional performance standards plan, negotiated in 1996 incorporated performance standards for teachers and administrators. CPS uses The Skillful Teacher

from RBT as a cornerstone for performance standards and evaluations. This evaluation process for teachers was negotiated as part of the union contract and was conducted in accordance with the DOE's Seven Principals of Effective Teaching and Cambridge's Evaluation Plan.

Teachers are engaged in a designated phase of the evaluation and professional growth cycle each academic year. The evaluation cycle is a four- year cycle. Discussion of the evaluation process between the evaluator and the teacher occurs in the first phase. The evaluator then completes a teacher performance evaluation form reflecting the teachers performance in five major areas: curriculum and instruction, parent interactions, contributing member of the staff, professional learning and growth, and performance on routine professional obligations. If a teacher receives an unsatisfactory evaluation, that teacher will be evaluated the following year using the format for year one. The evaluator and/or teacher may request a re-evaluation in the case of an unsatisfactory evaluation. In year two the teacher engages in self directed professional development. Year three involves a professional growth activity that may or may not involve working with others. During year four, a teacher will engage in another professional growth activity that is shared with one or more individuals during that year. Summaries of each phase are submitted to the committee and the building principal or house administrator. In Phases II-IV there is no formal written evaluation to assess teacher performance, however, professional growth activities are received and certified by the PRC.

Teachers without professional status are evaluated annually by the building principal or house administrator. Teachers are observed four times a year. Two are performed by the building principal or house administrator, and two by a curriculum coordinator or director.

For the 1997/98 school year, 629 teachers were evaluated, of these 145 were teachers without professional status. Eight teachers received remedial status.

Under education reform, CPS has used this process to remove 15 teachers without professional status and one with professional status.

18. Accounting and Reporting

The audit team traced CPS accounting records to the figures reported in the general ledger and to DOE. A detailed review of the payables process was also conducted. The audit team met separately with several CPS staff, the city budget director and the city auditor. The financial accountability lies with the school department rather than the city. There is separation of duties and departments within the financial offices of the school department.

There appears to be a good working relationship between the city and the school department. Although most internal controls lie with the school department, the city auditor serves as another by signing off on all encumbered purchase orders. To serve

as a final control feature, the city treasurer has final authority of writing the checks and distributing them.

CPS currently has a flexible accounting system that allows school officials to track expenditures by program, accountable unit, or statutory classification. The district and the city are in the process of converting their accounting systems to "People-Soft", a software and hardware package that changes from an apple platform to a PC based system.

19. Review of Expenditures

The audit team completed a review of CPS expenditures and purchasing controls, analyzed the accounting system and selected accounts from the FY98 general ledger. The review showed that purchasing procedures and controls are in place and are being utilized. The audit team found that there are as many as thirty-two steps involved in the selection and execution of a contract and issuance of a purchase order encumbering the funds. Multiple original copies with repeated signoffs and approvals make authorizations and payments time consuming.

Within the accounts payable process separate departments process invoices for review and approval by the financial manager. The city auditor then reviews the payment schedule before the treasurer cuts checks. This approval and payment process causes delays up to several months.

20. High School Accreditation

Cambridge high school is accredited. The accreditation visit by the New England Association of Schools and Colleges (NEASC) took place in November of 1991. CRLS submitted the required interim status reports in 1993 and 1996. Interim reports are due two and five years after the initial accreditation reports are issued. NEASC voted to accept the high school's five-year progress report in June 1996 stating that it was pleased with the progress to complete 95 percent of the recommendations contained in the 1991 evaluation report and other issues including:

- The implementation of a more flexible master schedule
- The work of the Commission of the High School of the 21st century
- The work of the Blue Ribbon Commission on guidance
- Improved program coordination in guidance, art, language arts, and social studies
- The establishment of the Academic Advisory Group
- Ongoing repairs to the roof with additional sections scheduled for repair during the upcoming school year
- The thorough and comprehensive Five-year Progress Report

The school will be evaluated in the calendar year 2001. The Commission expects the school to engage in ongoing and regular review and revision of its philosophy, mission or statement of purpose. In August 1999 the Superintendent and high school principal requested a postponement until 2002 because of continuing personnel, program and curriculum restructuring.

21. Grade 3 Transiency

Student transiency is generally defined as the percentage of students who enter and/or leave the system after the first day of school. Transiency poses an educational problem because students may lose the benefit of a sequential and coherent school program as they move from school to school.

According to *Chart 21-1*, of the 14 communities of similar population to Cambridge, CPS transiency percentage is 23.7 percent, above the statewide average of 19.6 percent. CPS has a relatively high stable population percent of grade 3 students who attended CPS in grades 1, 2 and 3. This stability percentage, 76.3 percent, is below the statewide average of 80.4 percent.

Chart 21-1

Transiency and Stability - 3rd Grade**Selected Communities****Student Population Participating in the 1998 Iowa 3rd Grade Reading Test**

Community	Stable Population	Total Population	Stable Population Percent	Transiency Percent
Waltham	285	325	87.7%	12.3%
Fall River	748	878	85.2%	14.8%
Quincy	451	530	85.1%	14.9%
Framingham	509	606	84.0%	16.0%
Lawrence	596	717	83.1%	16.9%
Lowell	797	962	82.8%	17.2%
Newton	622	755	82.4%	17.6%
Lynn	807	991	81.4%	18.6%
Worcester	1493	1834	81.4%	18.6%
New Bedford	242	307	78.8%	21.2%
Boston	2791	3586	77.8%	22.2%
Brockton	883	1142	77.3%	22.7%
Cambridge	358	469	76.3%	23.7%
Springfield	1084	1508	71.9%	28.1%
Somerville	N/A	345	N/A	N/A
Statewide	54,047	67,233	80.4%	19.6%

Note: Student population includes only students tested under "routine" conditions.

Data obtained from DOE's 1998 Iowa Grade 3 reading test summary results.

22. Special Education and Transitional Bilingual Education

Special Education (SPED)

According to *Chart 22-1*, CPS had a SPED participation rate of 25.3 percent in school year 1998, above the state average of 16.6 reported by DOE. Total SPED enrollment in the 1990's has averaged 1987. Although enrollment has somewhat decreased, SPED enrollment has stayed the same. As a percentage of total enrollment, SPED enrollment remained stable throughout the 1990's. The percentage of SPED students who are considered substantially separate has fluctuated between a high of 12.1 percent in school year 1991 to a low of 7.8 percent in school year 1996.

Chart 22-1

Cambridge Public Schools
SPED Enrollment
Based on October 1 Reports

School Year Ending	Total Enrollment	Total SPED	SPED as % of Total Enrollment	Substantially Separate	Substantially Separate as % of SPED
1991	7,763	1940	25.0%	234	12.1%
1992	7,807	1986	25.4%	221	11.1%
1993	7,994	1980	24.8%	199	10.1%
1994	8,147	2037	25.0%	210	10.3%
1995	8,233	2034	24.7%	164	8.1%
1996	8,133	2019	24.8%	158	7.8%
1997	8,102	1931	23.8%	153	7.9%
1998	7,825	1981	25.3%	188	9.5%
1999	7,590	1979	26.1%	175	8.8%

Note: Data obtained from CPS

According to Chart 22-2, the increase in SPED costs from FY93 to FY98 was 5.5 million or 51.2 percent, while the increase in total district expenditures for the same period was 19.9 million, or 24 percent. The majority of the SPED increase was due to the increase in SPED tuitions. In an attempt to control some of these tuition costs, CPS is a member of the tuition based Shore Collaborative. CPS houses many of its special needs classes within its facilities.

Chart 22-2

Cambridge Public Schools
Total SPED Expenditures as Reported to DOE
(in whole dollars)

	FY93-FY98				
	FY89	FY93	FY98	\$ Incr. / Decr.	% Incr. / Decr.
Special Education	\$8,623,071	\$10,693,735	\$16,173,354	\$5,479,619	51.2%
SPED Transportation	\$662,017	\$1,079,249	\$1,384,444	\$305,195	28.3%
Total	\$9,285,088	\$11,772,984	\$17,557,798	\$5,784,814	49.1%

Note: Data obtained from CPS

Transitional Bilingual Education (TBE)

CPS provides Bilingual Services to 1420 linguistic students, 578 are enrolled in the Transitional Bilingual Education Program (TBE). This represents 7.6 percent of CPS enrollment. TBE enrollment was 380 in FY95 and reached a high of 667 in FY97.

Cambridge currently has two TBE programs in Spanish (K-3) and Haitian-Creole (K-8) at the elementary level and four TBE programs in Haitian-Creole, Spanish, Portuguese, and Chinese at the secondary level.

Cambridge also offers integrated instruction via "Two-Way" Immersion programs called Amigos for Spanish/English and Ola for Portuguese/English. There are two modified bilingual education programs, Chinese (NI HAO) and Korean. Integrated instruction is also provided in Chinese, French, and Spanish.

The TBE program has a goal of mainstreaming students in three years. *Chart 22-3* indicates the number of students mainstreamed each year over the past five years. This appears to be approximately 24 percent of the TBE end-of-year enrollment. Taking into account that students enter and leave the program during the year, the mainstreaming percentage has ranged from a low of 16 percent in the 1995 school year to a high of 35 percent in both the 1998 and 1999 school years, slightly above the 33 percent rate one would expect to meet the three year mainstreaming goal.

Also shown in *Chart 22-3*, English as a Second Language (ESL) instruction is provided as a part of the Transitional Bilingual Education (TBE) programs and as a separate service available to all Limited English Proficient (LEP) students.

Chart 22-3

Cambridge Public Schools

Transitional Bilingual Education (TBE) Grades 1 - 12

School Year Ending	Enrollment All Students	Enrollment in TBE/ESL	TBE/ESL %	Number of Students Mainstreamed
1995	8,233	380	4.6%	60
1996	8,133	390	4.8%	48
1997	8,102	667	8.2%	137
1998	7,825	515	6.6%	181
1999	7,590	578	7.6%	200

Note: Data obtained from CPS

23. Dropout and Truancy

Chart 23-1 identifies Cambridge's dropout rates from FY93 to FY97 in comparison to the state average and to the average of fourteen communities similar in population to Cambridge. Cambridge's dropout rate for FY97 was 2.0 percent lower than the state average of 3.4 percent.

There is no formal dropout prevention program at CPS, but there are alternatives for students who are at risk for dropping out as well as those who have already dropped out.

- The Adult Diploma Program (ADP) is for individuals who did not receive a high school diploma or G.E.D. Those individuals must be a resident of Cambridge or a former student of Cambridge public high. ADP will assess skills in reading, writing and math. Graduation requirements are to earn 200 high school credits.
- A G.E.D. program is offered in connection with the Cambridge school system.
- CPS offers an Adolescent Parenting Program. The goal of the program is to encourage and allow teenagers to complete high school, while placing their children in a day care center.

Chart 23-1

High School Dropout Rates

Selected Communities

FY93 - FY97

Community	FY93	FY94	FY95	FY96	FY97
Lawrence	14.0%	13.8%	8.6%	6.4%	10.4%
Worcester	3.0%	8.4%	12.4%	12.4%	9.8%
New Bedford	10.7%	9.1%	9.5%	9.5%	9.0%
Boston	7.6%	7.5%	8.1%	8.1%	8.4%
Somerville	5.7%	7.5%	7.8%	7.8%	6.5%
Brockton	9.0%	8.3%	8.4%	8.4%	5.7%
Springfield	10.2%	6.6%	11.6%	11.6%	5.0%
Fall River	8.7%	6.7%	6.1%	6.1%	4.6%
Lynn	7.1%	9.3%	7.2%	7.2%	4.3%
Framingham	3.2%	3.2%	3.6%	3.6%	3.8%
Lowell	3.1%	3.3%	2.8%	2.8%	3.1%
Waltham	2.8%	3.8%	3.4%	3.4%	3.1%
Cambridge	4.0%	3.3%	4.2%	4.2%	2.0%
Quincy	1.7%	1.5%	1.0%	1.0%	1.5%
Newton	0.4%	1.1%	1.0%	1.0%	1.0%
Average These Communities	6.1%	6.2%	6.4%	6.2%	5.2%
Median These Communities	5.7%	6.7%	7.2%	6.4%	4.6%
State Average	3.5%	3.7%	3.6%	3.4%	3.4%

Note: Data provided by DOE

24. Maintenance and Capital Improvement

The auditors conducted interviews and made site visits to all fifteen (K-8) elementary schools and Cambridge Rindge and Latin high school. All of the facilities appeared to be clean and maintained. CPS has its own maintenance staff and custodial staff.

CPS has a five year capital improvement plan and has invested over \$43,000,000 in new construction, renovations to older schools and improvements. Since Education reform Cambridge has built or completely renovated 4 schools. Cambridge receives a 90% reimbursement for both new construction and major renovation initiatives. The prior capital improvement plan review was for the period of 1993 through 1999. CPS has a current plan for 1999 through 2004. CPS is currently considering the consolidation of two school facilities due to citywide declining enrollments. The city and the school department have made major investments in advancing computer technology throughout the Cambridge community with the installation of a city wide area network connecting all agencies and local area networks within each school. CPS continues to expand, upgrade, and improve technological capabilities utilized for instructional purposes.

25. Curriculum Development

The consistency of curriculum system wide is severely lacking. The curriculum is reviewed and approved by principals from individual teachers. Until 1999 there was no system wide curriculum director in place. There was an assistant superintendent for curriculum and instruction but not all core subject areas had directors or coordinators. There has been math coordination for K-12, a science coordinator since 1991 and national science kits have been used in all schools. In FY99 a curriculum director and six coordinators were added reporting to the position of assistant superintendent for curriculum. Curriculum has been reviewed by principals that are generally not completely familiar with the subject matter. Schools have operated individually and focused on programs developing and supporting student needs and community values. Vertical integration of curriculum has been lacking between grades or schools.

CPS has developed grant opportunities and professional relationships with universities and major corporate and scientific benefactors. The Science department received more than \$2.5 million in grants and expended over \$1.78 million of this to implement the National Science Standards in 1994.

IV. Employee Survey

The audit team conducted a confidential survey of all employees of CPS to provide a forum for teachers and staff to express their opinions on education in CPS. A total of 1507 questionnaires were delivered to school staff and 256 responses were received and tabulated, a response rate of 17.0 percent. Areas covered by the survey include:

1. education reform,
2. education goals and objectives,
3. curriculum,
4. planning,
5. communications and mission statements,
6. budget process,
7. professional development,
8. supplies,
9. facilities, and
10. computers and other education technology.

Appendix E shows the teachers' answers to the survey questions. The Superintendent also received a summary of responses.

Sixty-three percent of teachers think that education reform issues are considered when their own school plans are made and 57 percent think that also applies to district-wide plans. Seventy percent believe that the school district is taking positive steps to improve education and 63 percent state that their job has changed because of education reform.

Seventy percent of teachers are clear about the school district's goals and objectives as well as how they relate to their own jobs. Fifty-five percent feel that they have a role in the development of these goals and objectives and 60 percent confirm that there are indicators used to measure progress toward them.

The survey indicates that 42 percent of teachers do not think that an increase in school funding is tied directly to improvements in education. Fifty-three percent of teachers think that improvements in education at the school would have occurred without education reform.

Fifty percent believe that the curriculum is coherent and sequential. Forty-nine percent believe that the curriculum now in use in their school will improve student test scores while 14 percent said that it would not. Sixty-three percent of the teachers feel that there is a coherent, on-going effort within CPS to keep curriculum current and 55 percent feel that teachers play an important role in reviewing and revising the curriculum. Sixty-one percent feel that the curriculum does not impact test scores as much as how a subject is taught by a teacher.

V. Superintendent's Statement – Education Reform

As part of this review, the Superintendent was asked to submit a brief statement expressing her point of view with respect to three areas:

1. school district progress and education reform since 1993;
2. barriers to education reform; and
3. plans over the next three to five years.

The Superintendent's statement is included in *Appendix F*.

VI. Appendix

Appendix A1	School Committee Budgets
Appendix A2	Budgeted Teachers by Discipline
Appendix B1	Foundation Budget Line Items Targets and Expenditures FY94, FY96-FY97 - Table
Appendix B2 - 3	Foundation Budget Line Items Targets and Expenditures FY94, FY96-FY97 - Graph
Appendix C	Mass. Educational Assessment Program (MEAP)
Appendix D	Comparison of MCAS Performance Level Scores
Appendix E	Employee Survey Results
Appendix F	Superintendent's Statement on Education Reform Accomplishments, Barriers and Goals
Appendix G	Auditee's Response



Cambridge Public Schools
School Committee Budgets
(in thousands of dollars)

Category	FY93	FY97	FY98	FY93 - FY97		FY97 - FY98	
				\$ Incr.	% Incr.	\$ Incr.	% Incr.
Salaries:							
Elementary Program Salaries	\$ 20,174	\$ 29,764	\$ 31,675	\$ 9,589	47.5%	\$ 1,912	6.4%
Secondary Program Salaries	\$ 11,425	\$ 14,633	\$ 15,570	\$ 3,207	28.1%	\$ 937	6.4%
SPED Program Salaries	\$ 6,992	\$ 9,653	\$ 10,283	\$ 2,661	38.1%	\$ 630	6.5%
Learning Support Salaries	\$ 1,891	\$ 2,625	\$ 2,843	\$ 734	38.8%	\$ 218	8.3%
School Support Salaries	\$ 3,056	\$ 4,989	\$ 5,141	\$ 1,933	63.2%	\$ 152	3.0%
Central Support Salaries	\$ 727	\$ 974	\$ 1,063	\$ 247	34.0%	\$ 89	9.1%
School District Mgmt. Salaries	\$ 2,150	\$ 2,210	\$ 2,489	\$ 60	2.8%	\$ 279	12.6%
Systemwide Accounts Salaries	\$ 10,071	\$ 583	\$ (810)	\$ (9,488)	-94.2%	\$ (1,393)	-239.1%
Total Salaries	\$ 56,488	\$ 65,431	\$ 68,255	\$ 8,943	15.8%	\$ 2,824	4.3%
Other:							
Elementary Program Other	\$ 885	\$ 1,408	\$ 1,353	\$ 523	59.1%	\$ (55)	-3.9%
Secondary Program Other	\$ 926	\$ 1,069	\$ 1,109	\$ 143	15.5%	\$ 39	3.7%
SPED Program Other	\$ 4,886	\$ 6,269	\$ 6,708	\$ 1,382	28.3%	\$ 440	7.0%
Learning Support Other	\$ 400	\$ 497	\$ 680	\$ 97	24.4%	\$ 183	36.8%
School Support Others	\$ 5,665	\$ 5,837	\$ 6,332	\$ 172	3.0%	\$ 495	8.5%
Central Support Other	\$ 244	\$ 222	\$ 211	\$ (21)	-8.8%	\$ (12)	-5.2%
School District Mgmt. Other	\$ 466	\$ 455	\$ 524	\$ (11)	-2.3%	\$ 69	15.1%
Systemwide Accounts Other	\$ 4,353	\$ 5,755	\$ 5,014	\$ 1,402	32.2%	\$ (740)	-12.9%
Total Other	\$ 17,824	\$ 21,511	\$ 21,931	\$ 3,687	20.7%	\$ 420	2.0%
Total Budget	\$ 74,312	\$ 86,942	\$ 90,186	\$ 12,630	17.0%	\$ 3,244	3.7%

Note: Data obtained from CPS. Numbers may not add due to rounding.

Cambridge Public Schools
Instructional FTE's By Selected Discipline

Discipline	FY93		FY95		FY97		FY93-FY97		FY93-FY98		FY97-FY98	
	FY93	FY95	FY95	FY97	FY97	Incr.	% Incr.	FY98	Incr.	% Incr.	Incr.	% Incr.
Elementary	253.3	279.7	296.8	43.5	17.2%	302.7	49.4	19.5%	5.9	2.0%		
English	46.7	48.5	41.5	(5.2)	-11.0%	44.5	(2.2)	-4.6%	3.0	7.2%		
Mathematics	37.1	37.6	37.4	0.3	0.8%	39.7	2.6	7.0%	2.3	6.1%		
Science	19.9	20.0	20.2	0.3	1.7%	20.2	0.3	1.7%	0.0	0.0%		
Social Studies	34.1	33.1	32.1	(2.0)	-5.9%	29.7	(4.4)	-12.9%	(2.4)	-7.5%		
Foreign Language	19.6	19.5	20.4	0.8	4.1%	21.0	1.4	7.1%	0.6	2.9%		
Business	8.0	-	-	(8.0)	-100.0%	-	(8.0)	-100.0%	-	-		
Art	16.0	16.4	16.4	0.4	2.5%	16.4	0.4	2.5%	0.0	0.0%		
Music	21.0	21.1	20.6	(0.4)	-1.9%	20.6	(0.4)	-1.9%	0.0	0.0%		
Kindergarten	77.0	76.0	71.0	(6.0)	-7.8%	75.0	(2.0)	-2.6%	4.0	5.6%		
Physical Education	30.4	33.4	32.6	2.2	7.2%	33.0	2.6	8.6%	0.4	1.2%		
Pre-School	5.0	5.8	6.5	1.5	30.6%	8.5	3.5	70.6%	2.0	30.6%		
Health	2.6	1.6	0.6	(2.0)	-76.9%	0.6	(2.0)	-76.9%	0.0	0.0%		
SPED	139.1	133.9	128.3	(10.8)	-7.8%	132.8	(6.3)	-4.5%	4.5	3.5%		
Vocational	23.3	31.9	28.6	5.3	22.7%	28.4	5.1	21.9%	(0.2)	-0.7%		

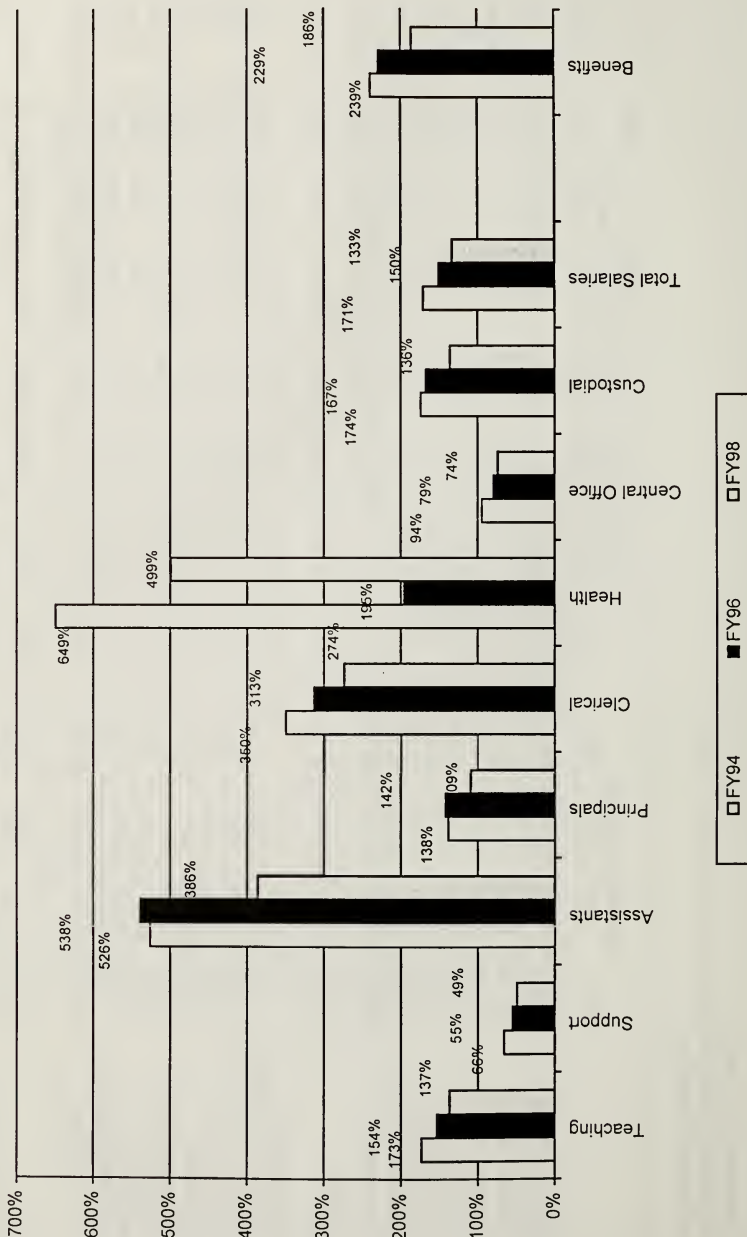
Note: Data obtained from CPS. From FY97 forward, business FTE's are included in vocational

Cambridge Public Schools
Net School Spending According to Foundation Budget Categories
(in thousands of dollars)

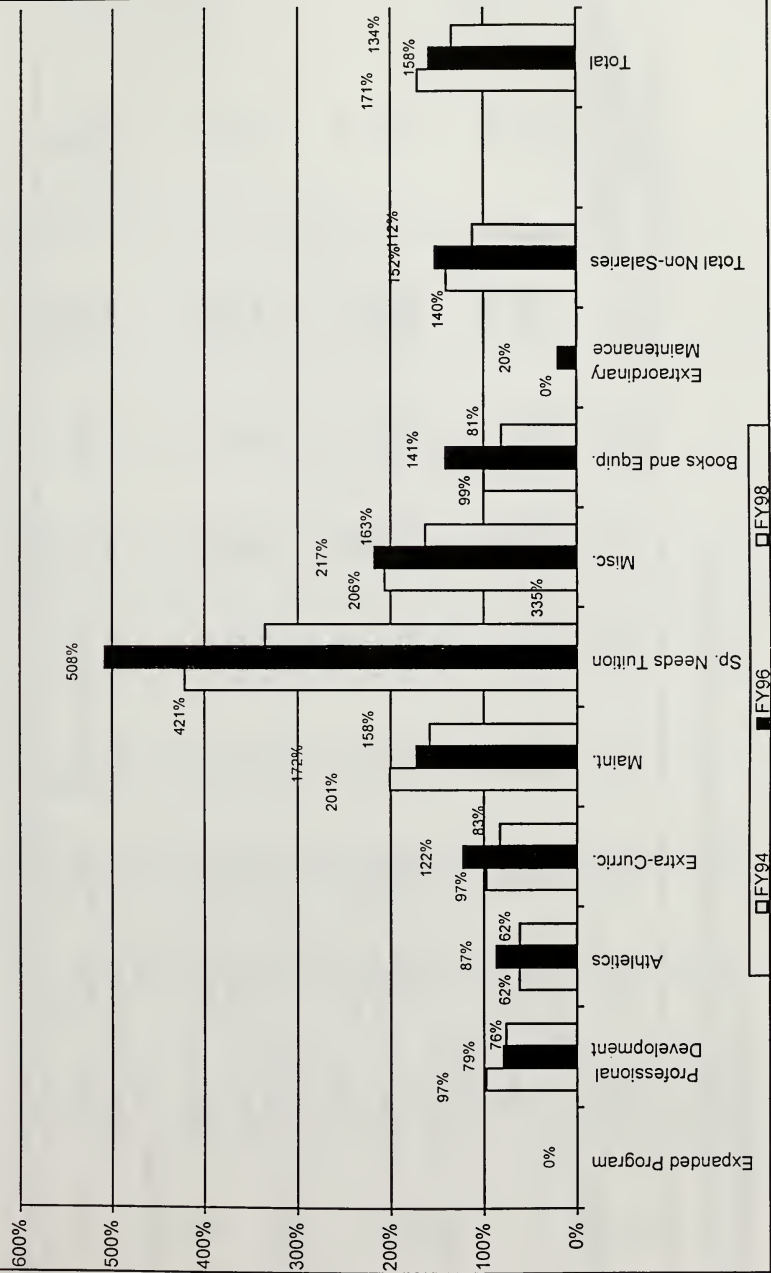
	Reported Expenditures				Foundation Budget				Variance over (under)			
	FY94	FY96	FY97	FY98	FY94	FY96	FY97	FY98	FY94	FY96	FY97	FY98
Teaching Salaries	\$34,019	\$35,287	\$35,173	\$36,416	\$19,620	\$22,960	\$23,101	\$24,810	\$14,400	\$12,327	\$12,072	\$11,606
Support Salaries	\$3,226	\$3,101	\$3,112	\$3,384	\$4,876	\$5,629	\$5,749	\$6,550	(\$1,650)	(\$2,528)	(\$2,637)	(\$3,167)
Assistants' Salaries	\$4,264	\$5,187	\$4,680	\$5,700	\$811	\$963	\$973	\$1,103	\$3,453	\$4,223	\$3,707	\$4,597
Principals' Salaries	\$2,198	\$2,493	\$2,467	\$2,426	\$1,590	\$1,760	\$1,785	\$2,011	\$607	\$733	\$681	\$415
Clerical Salaries	\$3,281	\$3,280	\$3,703	\$3,600	\$939	\$1,048	\$1,064	\$1,199	\$2,343	\$2,231	\$2,640	\$2,401
Health Salaries	\$2,273	\$778	\$1,292	\$1,295	\$350	\$398	\$403	\$455	\$1,923	\$380	\$889	\$840
Central Office Salaries	\$1,431	\$1,345	\$1,270	\$1,532	\$1,515	\$1,693	\$1,718	\$1,936	(\$84)	(\$348)	(\$448)	(\$404)
Custodial Salaries	\$2,805	\$3,148	\$3,095	\$3,383	\$1,612	\$1,881	\$1,898	\$2,063	\$1,193	\$1,267	\$1,197	\$1,320
Total Salaries	\$53,497	\$54,617	\$54,791	\$57,736	\$31,312	\$36,333	\$36,690	\$40,129	\$22,185	\$18,285	\$18,101	\$17,607
Benefits	\$10,395	\$11,571	\$11,217	\$11,282	\$4,343	\$5,051	\$5,098	\$5,591	\$6,051	\$6,520	\$6,119	\$5,691
Expanded Program	\$0	\$0	\$0	\$0	\$618	\$1,007	\$1,028	\$889	(\$618)	(\$1,007)	(\$1,028)	(\$889)
Professional Development	\$716	\$677	\$928	\$853	\$735	\$858	\$865	\$941	(\$19)	(\$181)	\$63	(\$88)
Athletics	\$311	\$398	\$410	\$444	\$505	\$459	\$464	\$503	(\$194)	(\$61)	(\$54)	(\$60)
Extra-Curricular	\$230	\$298	\$278	\$311	\$237	\$244	\$248	\$277	\$7	\$54	\$31	\$34
Maintenance	\$4,159	\$4,147	\$3,741	\$3,772	\$2,068	\$2,408	\$2,421	\$2,631	\$2,091	\$1,739	\$1,320	\$1,142
Special Needs Tuition	\$4,225	\$5,534	\$5,759	\$6,196	\$1,003	\$1,089	\$1,128	\$1,260	\$3,222	\$4,444	\$4,631	\$4,936
Miscellaneous	\$1,514	\$1,770	\$3,226	\$3,766	\$734	\$814	\$826	\$929	\$780	\$956	\$2,400	\$2,836
Books and Equipment	\$2,332	\$3,607	\$3,602	\$4,482	\$2,344	\$2,559	\$2,566	\$2,879	(\$12)	\$1,049	\$1,036	\$1,603
Extraordinary Maintenance	\$0	\$318	\$273	\$436	\$1,365	\$1,582	\$1,597	\$1,732	(\$1,365)	(\$1,264)	(\$1,324)	(\$1,297)
Total Non-Salaries	\$13,486	\$16,748	\$18,218	\$20,260	\$9,608	\$11,020	\$11,143	\$12,043	\$3,878	\$5,729	\$7,074	\$8,217
Total	\$77,378	\$82,937	\$84,226	\$89,278	\$45,264	\$52,404	\$52,932	\$57,762	\$32,114	\$30,533	\$31,294	\$31,515
Revenues	\$75	\$57	\$42	\$75								
Net School Spending	\$77,303	\$82,880	\$84,184	\$89,203	\$45,264	\$52,404	\$52,932	\$57,762	\$32,039	\$30,476	\$31,253	\$31,441

Note: Data obtained from DOE and CPS. Totals may not add due to rounding.

Spending as a Percentage of the Foundation Budget Cambridge: Salaries and Benefits



Spending as a Percentage of the Foundation Budget
Cambridge: Non-Salary Categories



Cambridge Public Schools
Massachusetts Educational Assessment Program (MEAP) Scores

	Grade	1988	1990	1992	1994	1996	1988-96		1996 CPS	
							Change	Average	Over/(Under)	State Avg.
Reading	4	1200	1220	1240	1260	1230	30	1350	-120	
	8	1240	1160	1210	1260	1260	20	1380	-120	
	10	N/A	N/A	N/A	1290	1290		1310	-20	
Math	4	1200	1210	1210	1240	1230	30	1330	-100	
	8	1250	1210	1260	1230	1270	20	1330	-60	
	10	N/A	N/A	N/A	1290	1290		1310	-20	
Science	4	1190	1200	1230	1250	1240	50	1360	-120	
	8	1230	1160	1240	1170	1260	30	1330	-70	
	10	N/A	N/A	N/A	1280	1230		1310	-80	
Social Studies	4	1200	1210	1240	1260	1230	30	1340	-110	
	8	1240	1190	1250	1230	1270	30	1320	-50	
	10	N/A	N/A	N/A	1300	1270		1300	-30	

Note: N/A indicates that test was not given to all grades in all years. Data obtained from DOE

Cambridge Public Schools
1998 and 1999 MCAS Test Scores
Percentage of Students at Each Performance Level

Grade	Subject	Year	Average Scaled Score	Needs				
				Advanced	Proficient	Improve- ment	Failing (Tested)	Failing (Absent)
Grade 4	English Lang. Arts	1999	229	0	17	64	18	0
		1998	228	1	13	67	19	0
	Mathematics	1999	232	12	18	40	29	1
		1998	231	12	19	39	31	0
	Science and Technology	1999	234	9	29	46	15	2
		1998	233	7	30	41	21	0
Grade 8	English Lang. Arts	1999	236	2	48	36	14	2
		1998	236	3	44	40	14	0
	Mathematics	1999	227	11	21	25	40	3
		1998	226	11	21	22	46	0
	Science and Technology	1999	220	6	16	21	55	3
		1998	223	3	23	26	48	0
Grade 10	History	1999	218	0	8	35	54	3
		1998	N/A	N/A	N/A	N/A	N/A	N/A
	English Lang. Arts	1999	224	3	21	36	40	0
		1998	230	3	34	33	26	3
	Mathematics	1999	219	9	12	17	58	3
		1998	221	9	13	24	51	3
Science and Technology	1999	220	2	15	29	51	3	
	1998	223	1	19	38	38	3	

Note: Data provided by DOE

EMPLOYEE SURVEY - Cambridge

Teachers

Note: Percentages may not add to
100% due to rounding

Rating Scale			
Yes/No Questions		Opinion	
yes	1&2	Good to Excellent	
No	4 & 5	Not good, inadequate	
Not sure, one way or the other	3	OK - could be better, could be worse	

1	Education Reform	1&2	4 & 5	3
1.a.	Are you familiar with the issues of Education Reform, the Law passed in 1993?	76%	10%	14%
1.b.	Do you feel you have a good understanding of the purpose and the goals of the law?	67%	16%	18%
1.c.	Do you feel that there is a lot of confusion about what Education Reform is all about?	58%	11%	32%
1.d.	Do you feel the issues of Education Reform are considered when school district plans are made?	57%	8%	35%
1.e.	Do you feel the issues of Education Reform are considered when school-based plans are made?	63%	9%	28%
1.f.	In your opinion is the school district taking positive steps to improve education?	70%	12%	18%
1.g.	Do you feel your job has changed because of Education Reform?	63%	19%	18%
1.h.	Do you think there has been an improvement in student achievement in your school due to Education Reform?	30%	30%	40%
1.i.	Do you think the improvements in education at the school would have happened without Education Reform?	53%	14%	34%
1.j.	Have you perceived an increase in school funding tied directly to improvements in education in your district?	17%	42%	41%

2	Educational Goals and Objectives	1&2	4 & 5	3
2.a.	Are the school administration's goals and objectives generally clear and understandable?	74%	14%	12%
2.b.	Are you clear about the school district's goals and objectives as they relate to your own job?	70%	12%	18%
2.c.	Are there indicators issued to measure progress toward goals and objectives generally?	54%	17%	29%
2.d.	Are there indicators used to measure your progress toward goals and objectives?	60%	16%	24%
2.e.	Do you have a role in developing these goals and objectives?	55%	26%	19%

EMPLOYEE SURVEY - Cambridge**Teachers**

Note: Percentages may not add to
100% due to rounding

Rating Scale			
Yes/No Questions		Opinion	
yes	1&2	Good to Excellent	
No	4 & 5	Not good, inadequate	
Not sure, one way or the other	3	OK - could be better, could be worse	

3	Curriculum	1&2		4 & 5		3
3.a.	Do you believe that your district's curriculum is coherent and sequential?	50%		28%		22%
3.b.	Do you believe that your curriculum is challenging and tied to preparing students for life after secondary school?	66%		18%		16%
3.c.	Is there a coherent, on-going effort within the district to keep curriculum current with evolving trends and best practices in pedagogy and educational research?	63%		17%		21%
3.d.	Do teachers play an important role in reviewing and revising curriculum in the district?	55%		20%		25%
3.e.	Will the curriculum now in use in your school improve student test scores?	49%		14%		37%
3.f.	Do you believe that the curriculum content does not impact test scores as much as how a subject is taught by a teacher?	61%		14%		25%

4	Planning	1&2		4 & 5		3
4.a.	Is the planning for important issues (e.g. curriculum, budgetary, etc.) within the district a top-down process?	67%		7%		26%
4.a.1.	If the answer is "Definitely yes" (1) or "Generally yes" (2), is there an important role for teachers and professional staff in the planning process?	46%		31%		23%
4.b.	If staff does not have an important role in developing plans, are decisions made by the central office/school committee explained so that you can understand the basis for the decision/policy?	30%		39%		32%

5	Communications and Mission Statement	1&2		4 & 5		3
5.a.	Is there adequate on-going communication between teachers and district administrators? In other words, do you think that you know what is going on in the district?	36%		36%		28%
5.b.	Is there adequate communication between you and your superiors?	65%		18%		17%
5.c.	Is there a mission statement in place for your school district?	87%		3%		9%
5.d.	Is there a mission statement in place for your school?	88%		4%		9%
5.e.	Does the mission statement define how the school is run, and how students are taught?	65%		22%		13%
5.f.	Are these mission statements applied in the operation of the school and the teaching of students?	61%		17%		23%

EMPLOYEE SURVEY - Cambridge

Teachers

Note: Percentages may not add to
100% due to rounding

Rating Scale		
Yes/No Questions		Opinion
yes	1 & 2	Good to Excellent
No	4 & 5	Not good, inadequate
Not sure, one way or the other	3	OK - could be better, could be worse

6	Budget Process	1&2	4 & 5	3
6.a.	Do you understand your school budget process?	30%	45%	25%
6.b.	Do you understand how the budget process impacts your department?	45%	34%	21%
6.c.	Is the school budgeting process fair and equitable?	16%	38%	46%
6.d.	Are budgetary needs solicited and adequately addressed in the budget process?	16%	40%	44%
6.e.	Once the budget is approved and implemented, does the allocation and use of funds match the publicly stated purposes?	23%	17%	60%
6.f.	Given the circumstances, the school department seems to be doing the best it can with in the school budget process.	23%	31%	46%
6.g.	Are there deficiencies in this process?	43%	13%	44%

7	Professional Development	1&2	4 & 5	3
7.a.	Is there an adequate professional development program in your school?	66%	22%	12%
7.b.	Is the program designed to meet school needs and tied to the new frameworks and assessments?	69%	18%	13%
7.c.	Is the program designed to change the content of pedagogy in classrooms?	54%	17%	29%
7.d.	Are there deficiencies in the professional development program?	35%	35%	30%
7.e.	Did you participate in the professional development program in 1998/99?	88%	5%	7%
7.f.	Professional development is making a difference and will improve education in my school district.	64%	16%	20%

8	Supplies	1&2	4 & 5	3
8.a.	Have you generally received sufficient and appropriate supplies to do your job?	41%	42%	17%
8.b.	Have you generally received sufficient and appropriate basic educational supplies (e.g. chalk, paper, pens, pencils, etc.) to do your job?	63%	25%	12%
8.c.	Have you generally been supplied with a sufficient number of a current edition of textbooks?	40%	44%	16%
8.d.	Are students given a copy of these textbooks to keep at home during the year?	2%	90%	8%
8.e.	Have you generally been supplied with sufficient ancillary curriculum materials (e.g. current maps, lab supplies, videos, etc.)?	27%	61%	13%
8.f.	Is the process for obtaining supplies and materials effective, time sensitive and responsive to your classroom needs?	30%	56%	14%

EMPLOYEE SURVEY - Cambridge**Teachers**

Note: Percentages may not add to 100% due to rounding

Rating Scale			
Yes/No Questions		Opinion	
yes	1&2	Good to Excellent	
No	4 &5	Not good, inadequate	
Not sure, one way or the other	3	OK - could be better, could be worse	

9	Facilities	1&2	4 &5	3
9.a.	How would you rate the overall state of school facilities (e.g. cleanliness, security, maintenance, structural integrity)?	49%	33%	18%
9.b.	How would you rate the overall state of classrooms, labs, and other teaching rooms/areas?	50%	26%	23%
9.c.	How would you rate the overall state of the common areas (e.g. hallways, stairwells, and cafeteria)?	52%	29%	19%
9.d.	How would you rate the overall state of the areas outside of the building (e.g. playgrounds, walk-ways and grounds)?	51%	29%	20%
9.e.	Would you agree with the following statement: "The school administration makes an effort to provide a clean and safe working environment."	73%	13%	13%

10	Computers and other Educational Technology	1&2	4 &5	3
10.a.	Are the usage of computers and other technological tools a significant part of the management practices at the school?	64%	16%	20%
10.b.	Are the usage of computers and other technological tools a significant part of the instructional practices at the school?	54%	20%	25%
10.c.	In terms of student usage, are computers generally available only in a computer laboratory setting or library/media center?	56%	34%	10%
10.d.	How many computers are located in your classroom?	Avg. of 1.7		
10.e.	Do you have a school computer provided for and dedicated for your usage?	59%	39%	1%
10.f.	Is there a school computer provided for and shared by you and other teachers?	66%	28%	6%
10.g.	Are there computers available for and used on a regular basis by students?	78%	11%	10%
10.h.	About how many minutes a week does each student use a computer? (Estimated) _____ min.			
10.i.	Is the number of available computers sufficient for the number of students?	30%	49%	21%
10.j.	Are the computers in good working order?	52%	24%	23%
10.k.	Are the software packages in the computers uniform and consistent with the instructional level to be provided?	51%	21%	28%
10.l.	Is there a policy or program providing for computer training for teachers on software and computers used by students?	57%	23%	20%

Cambridge Public Schools Review Superintendent's Statement September, 1999

The Cambridge Public Schools welcomed the challenges of the Massachusetts Education Reform Act of 1993 and used it to review policies, procedures and practices. The former Superintendent focused on compliance with the revolutionary law and established a solid foundation on which we are continuing to build a world-class school system for our students. We are committed to the planning, programming and accountability that will be the hallmarks of our school system.

Cambridge, long known for its individuality and high expectations, has embraced the spirit and intent of the Education Reform Act and has used it as a springboard for systemic change. Some Cantabrigdians would argue that the schools were fine and question the need for change; others knew that the law would provide the impetus for examination, re-examination and reform. This report details some of the progress that the system has made since 1993.

(1) Students and Educational Programs

The Cambridge Public Schools are in compliance with all Commonwealth of Massachusetts Department of Education directives that pertain to Curriculum Frameworks and the Massachusetts Comprehensive Assessment System (MCAS). In addition, we done the following:

(a) informed the faculty and staff about our plans to implement curriculum frameworks in a systematic manner over the next year. Also, we are moving into our second year of having "Educational Presentations" at selected School Committee meetings; this is a mechanism whereby we inform and involve the public and the members of the School Committee on curriculum issues;

(b) established a Professional Development Center through which all professional development activities are planned, advertised, implemented and evaluated. Further, the Center is responsible for school-based inservice programs as well as the production of the two system-wide professional development days per year that we have been holding since October, 1997;

(c) dedicated significant amounts of time, energy and resources to MCAS testing; we used the results of the May, 1998 testing to develop teacher workshops, student after-school programs and other enrichment-focused activities that focused on the preparing for MCAS; also, we devoted several "Educational Presentations" to MCAS-related topics and updates;

(d) submitted our five-year technology plan, Tech 2000, to the Commissioner of Education who approved it in December, 1996. Further, our plan was prepared with the input of several citizen and teacher groups; it informs our decisions relative to all aspects of the improvement of technology for our students;

(e) sought and received approval for Time and Learning plans for all Cambridge Public Schools;

(f) developed "Student Handbooks" that have been reviewed with school counsel and have been updated yearly since their inception. At Cambridge Rindge and Latin School, strict adherence to the rules governing weapons, smoking, drugs and assaults has led to the expulsion of several students per year. Almost all such students are given the opportunity to re-apply to CRLS after the defined expulsion period has transpired.

(2) **Educational Personnel**

(a) Through our office of Human Resources, staff members were informed of the changes in the requirements pertaining to recertification. To assist staff in this crucial area, we expanded the number of professional development opportunities available in the Cambridge Public Schools. We worked with teachers, administrators and curriculum leaders to develop workshops that were aligned with our mission statement, goals and curriculum work. Our teachers were given sufficient opportunity to collect the required number of professional development points (PDP) through our in-house programs.

(b) A revised process of evaluation was developed in concert with the leadership of the Cambridge Teachers Association (CTA) and was included in the present teachers' contract in 1995. The process is in line with our clear performance standards and relies, in part, upon peer supervision and evaluation.

(c) Since October, 1997, we have worked with the Executive Director of Human Resources to streamline our hiring processes for teachers and administrators. We believe that our new process will allow us to work more efficiently in order to hire the very best personnel for our students.

(d) We are completing the installation of "PeopleSoft" Software, a program that will greatly improve the functioning of personnel and payroll departments

(3) **Local Governance**

(a) We are proud of the fact that we have functioning school councils in all of our schools. Each year the principals and members of his/ her school council submit to the Cambridge School Committee "School Improvement Plans" and Professional Development Plans that are reviewed in public televised sessions. The plans are approved or amended by a vote of the School Committee.

(b) All Principals are evaluated each year by the Superintendent of Schools who routinely includes three visits to each school in her evaluation process.

(c) The Cambridge Public School Principals have significant authority in terms of: hiring/ firing staff; control of school budgets, including allocation of funds for Professional Development activities, School Improvement programs and technology in their schools.

(d) The members of the School Committee, the Superintendent of Schools and her central office staff have held yearly retreats in order to review the previous year and plan for the upcoming school year. It was in such a retreat in January, 1998 that we established the Cambridge Public Schools' Mission Statement and Eleven Goals that are at the core of the school system.

(e) In compliance with the stated requirements of Education Reform, our Executive Director of Human Resources routinely obtains and reviews CORI information on all future employees.

(4) **Finance**

The Cambridge Public Schools has received the minimum amount of state aid under the tenets of Education Reform Act; this fact has encouraged us to pursue grant opportunities. In FY 1999, we received 56 grants, totaling \$6,275,687; areas include: school restructuring, Goals 2000, Lighthouse Grants for Technology, Gender Equity, Bilingual Education, Special Education, Multiculturalism and Issues of Diversity.

(5) **Barriers to Education Reform**

We are proud of the improvements that we have made to our schools since the passage of the Education Reform Act of 1993; further, we are particularly pleased with the work that we have done since October, 1997 when we renewed our commitment to the improvement of our schools and the enhancement of student achievement. However, there are some barriers to education reform that should be stated here:

(a) Lack of an Executive Director in the Office of Human Resources: this department was without an Executive Director for almost three years- a fact that compromised teacher/administrator hiring and may have deprived us of sterling professionals;

(b) Void in leadership in curriculum areas: we lost the Assistant Superintendent for Curriculum and Instruction; in addition, several key curriculum areas have been without solid leadership for two-three years during which we continued to fill the positions;

(c) Lack of systematic process for evaluation of programs: we need to develop and implement ongoing and effective evaluation of all programs in place with a commitment to looking at the effectiveness on our number one issue: student achievement.

(d) Professional Development in Cambridge was erratic and sporadic; the establishment of our new Professional Development Center in November, 1998 has already made a significant difference for our staff. Example: "Superintendent's Summer Institutes," held in August, 1998 and 1999, approximately 500 staff members attended the series of programs and learning opportunities.

(e) All Cambridge Public School Principals have a uniform contract; this situation has been reviewed and individual contracts are being prepared for the administrators for 2000-2001.

(6) **The Future of the Cambridge Public Schools**

As stated above, in January, 1998, we developed the Cambridge Public Schools' Mission Statement and Eleven Goals which we plan to review and revise in the next six months. In addition, we plan to work on the following areas:

* Strategic Plan: our Five Year Strategic Plan is included elsewhere in this document and represents our commitment to improving student achievement and the quality of student lives in our city.

* Cambridge Agenda for Children: in concert with the Cambridge Department of Human Services, the Cambridge Police and Fire Departments, the Cambridge Hospital and Health Alliance, we will continue to develop programs for our youngest citizens. The Harrington School Extended Day Pilot Program, opening in September, 1999, is an example of the Agenda's work.

Another outcome of the collaboration is our new "Family Resource Center which is an outgrowth of the Family Information Center/ Student Registration Center. Located at Cambridge Rindge and Latin School, the Center will serve as a "one-stop shopping center" for families; it will include the Student Registration Center and office spaces for representatives of the Cambridge Human Services, Health and Police Departments. It will enable families to receive essential services for their children-in one place.

- * Integration of technology into all classrooms; we will strive to insure that all students will be technological literate before graduating from our schools.

- * School Mergers: by September, 2000, two of our elementary schools-Fletcher and Maynard- will be merged; in the following year, the blending of the middle school programs at the Haggerty and Fitzgerald Schools will be complete.

- * Continue to be an active member of the national "Network for Improving Minority Achievement," a group that includes representatives of fourteen school systems across the country

- * Race and Class Initiatives and Programs related to the promotion of Diversity and Multiculturalism will continue to be paramount in our future agenda; we are committed to helping students and staff recognize and appreciate human similarities and differences. Through the Professional Development Center, city-wide and school-wide race and class initiatives are being developed for all Cambridge Public School staff members.

In closing, Cambridge is proud of its commitment to Education Reform and the requirements of the Act of 1993. We inherited a system that was making changes and complying with state mandates and policies. Since October, 1997, we have worked to build Cambridge into a learning community-one in which ALL students are expected to achieve at high levels and become productive and responsible citizens.

We are proud of the teachers, administrators and parents who are supporting students as they learn, grow and prepare to become citizens of this world community. Careful thought and hours of processing have preceded all changes and improvements that have been outlined in this report.

Respectfully submitted,



Bobbie D'Alessandro
Superintendent of Schools

CAMBRIDGE PUBLIC SCHOOLS

159 THORNDIKE STREET CAMBRIDGE, MASSACHUSETTS 02141



January 11, 2000

Superintendent's Response to Audit Findings:

As Superintendent of Schools, I am proud to state that the Cambridge Public Schools has established a clear educational direction, mission and goals, and implemented several programs and initiatives directed towards improved student achievement, supported by a strong fiscal foundation.

We have risen to the challenge of educational reform through the establishment of effective School Improvement Councils, the development of School Improvement Plans, and the establishment of performance standards for teachers and administrators, as well as other mandates of the Educational Reform Act of 1993.

Since 1998, we have diligently worked to achieve more effective coordination and planning between curriculum, student achievement and accountability, School Improvement Plans, and Professional Development Plans, to support systemic educational goals. This includes a focused effort to align core curriculum with State standards, with specific benchmarks developed to monitor and assess progress; enhanced staff development for administrators, teachers and staff around specific systemic needs; and establishment of a new Office of Student Achievement and Accountability.

Other major accomplishments include further development of the budget process to more closely align budget with goals by linking School Improvement Plans and School Professional Development Plans to specific budget resources. We established a Budget Advisory Committee (SBAC) to facilitate expanded input of School Councils and the greater community; engaged in the development of a new individual principal contract and performance assessment tool; improved accountability for teacher evaluation at all levels; and sponsored a year-long workshop to support Cambridge teachers in gaining National Board Certification, among other new initiatives.

Cambridge is a highly diverse urban school system, with bilingual services provided to over 1,400 linguistic students, and a student transiency percentage and SPED participation rate significantly higher than statewide averages. As a community, Cambridge is deeply committed to excellence in education, as evidenced by net school spending per student that is well-above state averages. While we are struggling with a declining enrollment problem

Superintendent's Response to Audit Findings
January 11, 2000

driven by local housing and economic factors, we are engaged in a School Merger Project to enable more efficient use of our resources.

Cambridge has made a significant investment in professional development, educational technology (*all of our schools are networked*) and student support services such as extended day programs, homework centers, and an adolescent parenting program which features an on-site daycare program at our High School.

Our schools are well-equipped and well-maintained. Our students enjoy the benefits of small class sizes. Our drop-out rate is significantly lower than the State average. We are making progress in student achievement as evidenced by results from the 1998 Iowa Tests of Educational Development (ITED) where 68% of CPS third graders demonstrated a high degree of proficiency in fundamental skills of reading.

We are proud of our educational progress and will continue to make strides in student achievement.

The Cambridge Public Schools appreciates the thorough work performed by the audit team assigned by the Department of Revenue in conducting our school district review. We will use the findings of this educational audit as a foundation for planning and implementing future improvements. Specific recommendations developed by the audit team based on findings would be helpful in this regard, and it is suggested that the Board consider this as a possible area of expansion in conducting future audits.

We extend our thanks and appreciation to the audit team and to the Education Management Accountability Board.

Respectfully submitted,

A handwritten signature in black ink that reads "Bobbie D'Alessandro". The signature is fluid and cursive, with the first name "Bobbie" being more prominent and the last name "D'Alessandro" following in a similar style.

Bobbie D'Alessandro
Superintendent of Schools

